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ABSTRACT

This study was conducted to determine: (1) if technical institute faculty and administrators believe there should be state licensing for postsecondary technical institute faculty; (2) if technical faculty and administrators believe a licensing process similar to that used in other non-teaching professions should be implemented; and (3) what features faculty and administrators prefer in licensing regulations. The survey instrument contained multiple choice questions in a Likert scale response format, and questioned 363 faculty and administrators employed at all four public technical institutes in South Dakota. Results indicated that both administration and faculty perceive there should be a state licensing process. However, respondents stated they do not believe licensing will provide more job security, provide increases in salary, promote technical skill growth, or help beginning instructors. There was disagreement on the premise that a licensing process similar to the medical or legal profession would improve education. Faculty and administrators supported the idea of a mentoring program for beginning teachers, and agreed that work experience should count toward obtaining a license. Faculty were willing to accept the responsibility of governing the licensing process at their institutions. Study results also suggested that standards for licensing technical institute instructors should be different than those for K-12 teachers. Contains recommendations, the survey instrument and related items, and 19 references. (EMH)

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PERCEPTIONS OF SOUTH DAKOTA TECHNICAL INSTITUTE FACULTY AND ADMINISTRATORS CONCERNING TECHNICAL INSTRUCTOR LICENSING

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Doctor of Education

Division of Educational Administration

Adult and Higher Education Program

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Abstract

Quinn, Thomas J. Ed.D., Adult and Higher Education,
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Perceptions of South Dakota Technical Institute Faculty and Administrators Concerning Technical Instructor Licensing

Dissertation directed by Dr. Mark Baron

The purpose of this investigation was to determine: (a) if technical institute faculty and administrators believe there should be state licensing for post-secondary technical institute faculty, (b) if technical faculty and administrators believe a licensing process like other non-teaching professions should be implemented, and (c) what features faculty and administrators prefer in licensing regulations.

Data were collected through the use of a survey instrument developed by the researcher. The survey contained multiple choice questions in a Likert scale response format. The population studied included 363 faculty and administrators employed at all four public technical institutes in South Dakota. Two hundred thirty six of the population responded to the survey for a 65 percent response rate.

The results of the study indicated that both administration and faculty perceive there should be a state licensing process. Respondents, however, indicated they do not believe that licensing will: provide more job security, provide them an increase on salary, promote growth in their technical skills, or help them as beginning instructors.

The respondents revealed the perception that teaching is not an occupation that can be easily learned on the job and a knowledge base for the occupation exists. There

was disagreement to the premise that that a licensing process similar to the medical or legal profession will improve education.

Four perceptions suggest significant changes in licensing rules. First, faculty and administrators support the idea that a mentoring program for beginning teachers is needed. Second, occupational work experience should be allowed to count towards the requirements for a renewed license. Third, faculty are willing to accept the responsibility of governing the licensing process at their institution. Fourth, standards for licensing technical institute instructors should be different than that of K-12 teachers.

This abstract of approximately 285 words is approved as to form and content. I recommend its publication.

Signed _____
Chairperson of the Dissertation Committee

Doctoral Committee

The members of the committee appointed to examine the dissertation of Thomas J. Quinn find it satisfactory and recommend that it be accepted.

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Dr. Mark Baron, Chairperson

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Dr. Marlys Boschee

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Dr. Karen Card

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Dr. Jack Sumner

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Table of Contents

Page

Abstract ... iii

Doctoral Committee ... v

Acknowledgments ... vi

List of Tables ... xi

Chapter

1. Introduction ... 1

Statement of the Problem ... 7

Research Questions ... 7

Significance of the Study ... 8

Definition of Terms ... 9

Limitations of the Study ... 10

Delimitations of the Study ... 10

Organization of the Study ... 11

2. Review of Related Literature ... 12

What Are the Political Forces that Drive Instructor Licensing? ... 13

Technical Instructor and K-12 Teacher Licensing Differences ... 19

Reasons for Maintaining or Discontinuing Technical Instructor Licensing ... 20

The Arguments for More Professionalism in Technical Instructor Licensing? ... 21

Can a Technical Licensing Process Be Modeled After That of Non-Teaching Professions? ... 25

Summary 32
3. Research Methodology 36
Review of the Related Literature 37
Study Population 38
Instrumentation 38
Data Collection 39
Data Analysis 40
Summary 40
4. Findings 42
Return of the Survey Instrument 43
Demographic Characteristics of the Population 43
Respondents' Place Of Employment 44
Respondents' Gender 45
Instructor Experience at a Technical Institute 46
Employment Status of Respondents 46
Department Affiliation of Instructors 49
Educational Level of Instructors 49
Instructors' Problems in Obtaining a License 52
Professional Certifications Maintained by Instructors 52
Results of the Data Analysis 54
Faculty Perceptions Concerning the Need for State Licensing 54
Administrator Perceptions Concerning the
Need for State Licensing of Instructors 57
Differences in the Perceptions Regarding the Need
for State Licensing 58

Instructor Perceptions Regarding the Adoption of a More Professional Model of Licensing 61
Administrator Perceptions Concerning the Adoption of a More Professional Model of Licensing 62
Comparison of Perceptions Concerning the Adoption of a More Professional Model of Licensing 64
Instructor Preferences for Licensing Regulations 66
Administrator Preferences for Licensing Regulations 68
Comparison of Instructor and Administrator Preferences for Licensing Regulations 70
5 Summary, Conclusions, Discussion, and Recommendations 72
Summary 72
Purpose 73
Review of Related Literature 73
Research Methodology 76
Findings 77
Conclusions 79
Discussion 81
Recommendations for Practice 84
Recommendations for Further Study 86
References 87
Appendixes 89
A. Survey Instrument 89
B. Reference Matrix for Survey Items 94

C. Scan Form 98
D. Permission to Conduct a Survey 100
E. Survey Cover Letter 105
F. Letter of Endorsement 107
G. Follow-up Letter 109
H. Written Survey Responses Sent to the Researcher 111

List of Tables

Table ..... Page

1. Respondents' Place of Employment 44
2. Respondents' Gender 45
3. Instructors Experience at a Technical Institute 47
4. Employment Status of Respondents 48
5. Department Affiliation of Instructors 50
6. Educational Level of Instructors 51
7. Instructors Problems in Obtaining a License 52
8. Professional Certifications Maintained by Instructors 53
9. Faculty Perceptions: Need for State Licensing 56
10. Administrator Perceptions: Need for State Licensing of Instructors 58
11. Comparison of Instructor and Administrator Perceptions Regarding the Need for State Licensing of Instructors 60
12. Instructor Perceptions: More Professional Model of Licensing 62
13. Administrator Perceptions: More Professional Model of Licensing 64
14. Comparison of Administrator and Instructor Perceptions Regarding The Adoption of More Professional Model of Licensing 65
15. Instructor Preferences for Licensing Regulations 67
16. Administrator Preferences for Licensing Regulations 69
17. Comparison of Instructors and Administrators Preferences for Licensing Regulations 71

CHAPTER 1

Introduction

Since the early to mid-1980s, a considerable part of policy change in education has been aimed towards improving the quality and size of the teaching profession. Discussion has often centered around issues like: (a) who should govern the profession, (b) how to correct inequities in instructor certification tests, (c) how to raise student test scores, (d) how instructors will be held accountable to students and the public, and (e) who should establish entry standards to the profession. Most members of the public agree that, through their elected and appointed representatives, they have a legitimate interest in the processes and standards by which technical instructors are licensed. They also agree that the instructors themselves have a justifiable need to be involved in making decisions about their profession (McDonnell, 1989; Wise, 1994). In spite of these agreements, policymakers have seldom been able to find a balance between these two interests when developing instructor licensing policy (McDonnell, 1989).

Popular or public control requires that schools as public institutions "be held accountable" to their elected officials and the populace (McDonnell, 1989, p. v). Public control assumes that states and the public have the right to expect a certain level of performance from education, and to impose control over all of its aspects, including instructor licensing. Those who hold this position view instructor licensing as an effective means to improve education (Wise, 1994).

In contrast to the view of public control over licensing is the perspective of professional control. Key to the notion of professional control in other occupations are the assumptions that members of the profession possess a specialized body of knowledge required to practice that profession, that individuals are judged competent to practice that profession, and that the knowledge they possess should allow them freedom to decide how best to serve their client's needs (Wise, 1994; Wise, Darling-Hammond, Berry, &

Klein, 1987). Advocates of more professional control believe accountability in education should be based on norms and standards collectively defined and enforced by peers (McDonnell, 1989). They also believe that because of their expertise, state legislatures should turn over control of instructor licensing to educators, just as other professionals have been given control of their own licensing processes (Wise, 1994).

Fundamentally the decision about selecting professional control or public control rests with the question of whether education is best controlled by elected officials representing the will of the majority, or by professional educators based on their expert knowledge (McDonnell, 1989). The problem of public control is that policymakers are usually not experts in education, nor are they responsible to the individual needs of students. Public policymakers represent the public and its diverse interests. A primary problem of professional control is that in responding to the needs of the individual students, instructors may neglect the needs of the populace as a whole (McDonnell, 1989). A major challenge of policymakers, then, is to determine how policies governing the education and certification of instructors should be designed, taking into consideration the public's claim to control over instructor licensing, and the profession's expert claim to know what is best for students. According to McDonnell, these two interests "suggest different modes of governance and accountability for education" (1989, p. 2).

Like most educational issues, national debate on instructor licensing has been punctuated by reform movements. Until recently, reforms in instructor licensing have given little support to the idea that a knowledge base for teaching exists, and policy representing the interests of public control have been dominant (Darling-Hammond & Berry, 1988). Thus, in comparison to other professions, the teaching profession has been characterized by minimum preparation required of instructors, and education is controlled by a bureaucracy of administrators whose charge is to ensure quality instruction (Wise,

1994). The tools used to reform education have been the requirements for entrance into college teaching majors, graduation requirements of teaching majors, development of certifications by subject area rather than general certification, alternative routes to certification, instructor certification tests, beginning instructor internship programs, and recertification requirements (Darling-Hammond & Berry, 1988).

Recent reform movements of K-12 education, beginning in the late 1970s, were given greater emphasis with the publication of the report A Nation at Risk: The Imperative For Educational Reform in 1983 (Darling-Hammond & Berry, 1988; Schwartz, 1991). According to Darling-Hammond and Berry (1988), the publication of that document was the impetus for at least two reform waves initiated to change licensing and to improve education. The first wave of reform, which occurred during the mid 1980s, stressed several changes in policy. The most notable was the increased number of states that required instructor licensing tests. In 1977, only three states mandated instructor licensing tests, but by 1986 forty-six states had mandated them (Darling-Hammond & Berry, 1988). In the absence of a clear understanding of what skills instructors needed to be effective, these tests became tests of basic skills. Because instructors were generally not involved in the development of the tests, they tended to discount them as nothing more than a hurdle to employment in the occupation. In the first wave of reform, legislation in some states also moved toward requiring more liberal arts courses for graduation, at the expense of education courses. In some states the requirements for a degree in education included a fifth-year of graduate study in education after the completion of a degree in a subject area (Darling-Hammond & Berry, 1988).

Policymakers, during the second wave of reform, viewed education from a perspective of student learning, and licensing rules that were created resembled other

non-teaching professions. In this period of reform, states developed more rigorous curricula for educational programs in four-year colleges, and structured instructor internships prior to licensing. Licensing tests have become more than tests of basic skills. Boards of practitioners that have greater control over licensing regulations are being established or are receiving more consideration (Darling-Hammond & Berry, 1988).

Although there have been several efforts to reform kindergarten through twelfth grade (K-12) teacher licensing, there has been little debate over post-secondary technical instructor licensing. The relatively small numbers of technical institutes may be one reason. It may also be due to the fact that instructor licensing in post-secondary institutions is much different than that of K-12 education, and in some aspects is more closely aligned with other professions (Wise, 1994).

The following reasons make it difficult to compare these two levels of education. Faculty may provide occupational education in subjects for which there are no baccalaureate degrees. For example, four-year college majors in electronics or building construction are uncommon -- however, typical technical institute curriculums require instructors prepared in these subject areas. In the absence of instructors with a bachelors degree, a primary qualification for entrance into the post-secondary teaching profession is experience and technical institute education. Also, a body of technical knowledge is required of technical instructors in order for them to perform their job. The possession of trade certification in many subject areas is proof of that knowledge, and it is often a requirement of anyone seeking a teaching position. For example, an instructor in residential and commercial electricity is often expected to have a journeyman electrician's license. In like manner, health instructors are expected to have state licensing to practice their profession. Finally, the qualifications for general education instructors in technical institutes are similar to that of the community college or four-year college where masters

degrees in subject areas, rather than education degrees, are the standard. This level of educational preparation is essential for course articulation to more senior colleges, and for institutional accreditation (Arizona, 1994).

There is now increased debate over post-secondary technical instructor licensing in South Dakota because of recent political action. On the second day of March of 1995, the Governor signed House Bill No. 1330 which repealed all of the administrative rules regulating post-secondary technical education in the state (Seventieth Session Legislative Assembly of the State of South Dakota [Legislative Assembly], 1995). These rules had been previously developed and written by the Office of Vocational, Adult, and Technical Education (a division of the State Department of Education and Cultural Affairs), and approved by the State Board of Education (State Department of Education and Cultural Affairs, 1994). In addition, the bill ordered the development of new rules with no definition or restrictions on the process except that new regulations must be approved by the State Board of Education before January 1, 1997 (Legislative Assembly, 1995). House Bill 1330 has caused considerable confusion among post-secondary educators, in particular those instructors who are concerned about renewing their license as they try to anticipate the content of the new rules. It is clear that the Governor's action will provoke much discussion and "open the door" for significant change in instructor licensing in South Dakota (Y. Vaillancourt, personal communication, May 18, 1995).

The passage of House Bill 1330 and the researcher's involvement in developing recommendations for new rules provided the impetus for the development of this dissertation. Additionally, it has been found that a limited body of knowledge on the subject of licensing of technical institute faculty has been a problem for those studying the issue. Nearly all of the available information is characterized as descriptive of the licensing requirements of each state. There is also a lack of information available about

instructor licensing in comprehensive community colleges--institutions closely related to technical institutes, and colleges. A 1994 survey conducted by the Arizona State Board of Directors of Community Colleges reported that of the thirty-seven states responding to a survey, 78 percent have no formal licensing of community college faculty. Sixty-two percent of states had vested the decision of setting standards for community college faculty qualifications in local colleges (Arizona, 1994). There is, however, good information on the subject of K-12 teacher and non-teaching professional licensing which can be learned and applied to technical instructor licensing.

With the passage of recent legislation, the subject of instructor licensing has come to the forefront of debate in the educational community in South Dakota. This subject now raises the following significant and interesting questions. Should there be state standards for instructor licensing? Would a system of local standards meet the licensing goals of post-secondary educators and the public? What regulations will instructors support? What factors should be considered in the development of new standards? What will the legislature demand? Is the state and the public willing to "hand over" licensing to professional standards boards who will make decisions regarding new rules? Can a flexible system of licensing be designed to meet the varying needs of individual technical institutes? Will the notion that teaching can be "picked up" on-the-job prevail, which tends to reduce the difficulty of obtaining a license (Y. Vaillancourt, personal communication, May 18, 1995)? The basic question of whether the two interests vying for control over education can be satisfied is receiving much less discussion. In the process of answering the above and other important questions it is important to find out what preferences post-secondary educators have for licensing standards, and to gain input from those impacted most by licensing regulations.

Statement of the Problem

The purpose of this study was to identify the perceptions of South Dakota's technical institute faculty and administrators concerning post-secondary instructor licensing. This study also compared the perceptions of administrators and faculty in regard to instructor licensing.

Research Questions

The specific research questions addressed included the following.

1. What are the demographic characteristics of the study population?
2. What are the perceptions of faculty members of technical institutes regarding the need for state licensing of faculty?
3. What are the perceptions of administrators of technical institutes regarding the need for state licensing of faculty?
4. How do the perceptions of faculty and administration differ regarding the need for state licensing of faculty?
5. What are the perceptions of faculty members of technical institutes regarding the development of licensing regulations that are like other professions?
6. What are the perceptions of administrators of technical institutes regarding the development of faculty licensing regulations that are like other professions?
7. How do the perceptions of faculty and administration of technical institutes differ regarding the development of professional licensing regulations that are like other professions?
8. What components or characteristics of an instructor licensing program do faculty of technical institutes prefer?
9. What components or characteristics of an instructor licensing program do administrators of technical institutes prefer?

10. How do the perceptions of faculty and administrators of technical institutes differ regarding the components or characteristics they prefer in an instructor licensing program?

Significance of the Study

The study will identify the knowledge, understandings, philosophy, and perceptions that technical educators have about the issue of instructor licensing in South Dakota. Because there are currently no rules for licensing post-secondary instructors, the state has required the development of rules by 1997. Therefore, this study has a significance and immediacy of need for providing useable information to formulate new state rules and regulations (Y. Vaillancourt, personal communication, May 18, 1995).

The results of this study may: (a) be useful in the establishment of new licensing regulations in South Dakota; (b) raise awareness of this issue among educators, legislators, and the public; (c) provide needed data upon which to make licensing decisions, and (d) contribute to other states review of this topic. Although this study is focused on the State of South Dakota and its technical institutes, the same discussion is common in other states as educators gain more responsibility for the governance of the teaching profession (Wise, 1994).

This study also examined the tensions that exist between the perspectives of lay control and professional control--perspectives that have been missing from the debate on instructor licensing in South Dakota. This underlying issue may become a stumbling block to the development of progressive and lasting instructor licensing regulations. As suggested by McDonnell (1989), when educators and policymakers understand the interplay between these two perspectives they may consciously seek solutions that will accommodate both sets of interests.

Definition of Terms

For the purpose of clarity and uniformity these selected terms are defined as follows.

Administrators -- The employees of an educational institution who teach less than one-half time and whose primary duties are supervision and management.

Community college -- A two-year college institution offering transfer education to four-year colleges, community education, and technical education components.

Full-time instructor -- An instructor who has a regular full-time employee contract.

General education instructor -- An instructor who teaches communications, mathematics, computer science, psychology, sociology, and other liberal arts courses supportive of technical education.

K-12 teachers--Teachers who teach pre-kindergarten through twelfth-grade students.

Non-teaching profession -- Professions such as the medical, legal, or engineering professions.

Part-time instructor -- A instructor who does not have a regular full-time contract and who receives less than full benefits.

Scantron Form -- A machine scoreable answer sheet available from the Scantron Company.

State Board of Education -- The governing body of K-12 and technical education in the State of South Dakota.

State Department of Education -- An administrative agency supportive of and responsive to the State Board of Education.

Instructor certification -- The process by which instructors are give approval to teach by a professional agency (Council of Chief School Officers, 1992).

Instructor licensing -- The process by which instructors are given approval to teach by a state agency (Council of Chief School Officers, 1992).

Technical institute -- A two-year college in South Dakota whose primary mission is to provide technical instruction and community education, but who is limited in the delivery of courses designed to transfer to senior institutions. The terms technical institute, technical school, and technical college will be used interchangeably.

Technical instructor -- An instructor whose job description includes the teaching of courses designed to prepare students for specific occupations.

Limitations of the Study

Results of this study may be limited by the following factors or conditions.

1. The results of this study may not be generalizeable to the same population in other states, or to like populations in community colleges because the technical faculty and colleges in South Dakota studied are unique.

2. Respondents who recalled negative experiences with a previous licensing process may have been more likely to participate in the study than their colleagues who have encountered positive experiences, thereby causing bias in the data results.

3. The results may not accurately reflect the opinions of all members included in the selected population because some respondents may not have answered the research survey with candor and honesty.

4. The results of the study represent a sampling of the opinions of the respondents at one point in time. The results will become less generalizeable to other populations as time progresses, as faculty perceptions change, and as changes in political climate occur.

5. The results of the study may not be generalizeable to populations in other states because of the unique nature of technical education in South Dakota.

Delimitations of the Study

The following delimitations have been placed upon the study by the researcher.

1. No open-ended question were included in the survey questionnaire. Open-ended questions may have provided more character to the study and provided clarification to respondents' answers.

2. This study focused only on public technical institutes within South Dakota.

Organization of the Study

The study consists of five chapters. Chapter 1 includes background and historical information necessary to understand the focus of the study, the statement of the problem, the research questions proposed for the study, the significance of the study, definition of terms, and limitations and delimitations of the study. Chapter 2 presented a review of the literature related to instructor licensing. This included: (a) a discussion of the political forces driving instructor licensing, (b) how technical instructor licensing is different than K-12 teacher licensing, (c) the reasons for maintaining or discontinuing technical instructor licensing, (d) the argument for more professionalism in technical instructor licensing, and (e) recommendations for technical instructor licensing based on the licensing practices of other non-teaching professions. Chapter 3 will discuss the procedures to be followed in conducting the study, including the review of related literature, population selection, instrumentation, and data collection and analysis. Chapter 4 contains the findings of the study and presents the results. Chapter 5 contains a summary of the study, conclusions drawn from findings of the study, a discussion, and recommendations for further study and professional practice.

CHAPTER 2

Review of Related Literature

The review of related literature contained in this chapter is organized to answer four questions about licensing of technical institute instructors -- in particular those in South Dakota. It will provide background information relating to the following questions. First, what are the political forces that drive instructor licensing policy? Responses to this question will help readers develop a clearer understanding of why instructors are licensed. In addition, the reasons for maintaining or discontinuing licensing of technical institute faculty are presented along with the differences in licensing needs of K-12 educators and technical institute instructors. Second, what arguments favor a licensing process that is similar to other non-teaching professions? The literature on this subject presents the idea that licensing should be a focal point for the reform of education because past reform movements have failed (Darling-Hammond & Berry, 1988). For example, efforts to reform education through prescribing an exact curriculum for teachers, as was common in the 1970s, has been a failure. Third, can a licensing process for technical institute faculty be modeled after non-teaching professions, and, if so, what will be the common characteristics? Pursuant to this question, this chapter will briefly review the licensing processes used in non-teaching professions and suggest how they may be applied to technical instructor licensing. A final question concerns the specific guidelines that technical institute faculty and administrators offer to guide policymakers in the development of new licensing rules. A response to this question is left to Chapter 4

and the discussion of the research conducted for this dissertation. In summary, this chapter will provide not only a review of related literature, but also recommendations to policymakers who are and will be writing new licensing rules in South Dakota and other states.

There is very little published about the licensing of technical institute faculty. Perhaps the lack of research and interest in this subject stems from the fact that the licensing of two-year college instructional staff is not the norm in higher education (Arizona, 1994). An alternative to instructor licensing in two-year colleges is often the tenure process. There is, however, a body of literature available about K-12 teacher certification and the licensing process in non-teaching professions. These areas can contribute to our understanding of technical instructor licensing. Thus, the major focus of the discussion in this chapter is in reference to other non-teaching professions and K-12 teacher licensing. A discussion of K-12 licensing is relevant in South Dakota because technical institute governance is legally bound to the K-12 educational system.

What Are the Political Forces That Drive Instructor Licensing?

A demand for accountability in education by members of the public and their elected representatives is the reason that licensing regulations exist. A question often asked is: how can a state or society be assured that quality educational services are being delivered cost effectively (Wise, Darling-Hammond, Berry, & Klein, 1987)? In response to this question, public policy and state laws requiring instructor licensing are ultimately

designed to screen potential instructors for quality and to encourage more rigorous preparation of entrants to the profession (Darling-Hammond & Berry, 1988).

To fully understand the debate about instructor licensing it is helpful to understand that there are two legitimate interests in education competing for control of the technical instructor licensing process -- public control and professional control. Most members of the public believe that through their elected and appointed officials they have a valid interest in the process and standards by which technical institute instructors are licensed. They also agree that instructors themselves have a legitimate right to be involved in making decisions about licensing regulations (McDonnell, 1989; Wise, 1994).

The basis for public or democratic control is that "a larger public interest transcends the interests and values of any single class of persons. "Public control rests on the belief that the legitimacy of all governmental institutions derives from the consent of the electorate," and that educational institutions must therefore be accountable to the public and their elected representatives (McDonnell, 1989, p. 7). Both of these concepts provide the basis for the idea that "public officials have the right to impose on schools a set of performance standards consistent with the norms and expectations of the larger community" (McDonnell, 1989, p. 7). The quandary of public control is that legislators or public officials are not experts in education nor are they knowledgeable of the needs of individual students. Also, the inability of states and institutions to collect valid measurement data on teacher performance and student learning is a major problem. Because no state agency has more than a limited ability to evaluate teachers, this function

is delegated to local districts. If policy development is to work effectively at the state level, there must be sufficient data about education that is useable by policymakers to make informed decisions. Those arguing for more professional control of licensing are convinced that policy favoring state control has been an inherent problem in the development of good licensing regulations. Those favoring more state control stress the value of uniformity in instructor credentials and the assurances it provides the public who are interested in quality faculty (McDonnell, 1989).

In contrast to the view of public control over instructor licensing is the perspective of professional control. "Professionalism assumes that, because members of a profession have been judged competent to practice that profession, they should be free to decide how best to serve their clients" (McDonnell, 1989, p. v). There are two basic arguments offered for granting more professional control of licensing to instructors. First, the pubic and lay legislators do not have the ability nor the experience to direct the teaching or licensing process. Research indicates that students vary in learning styles, stages of cognitive development, subject area interest, previous learning, and motivation. Because students are complex, teaching demands an analysis of many competing learning factors and requires many non-routine judgments (Wise et al., 1987; McDonnell, 1989). Professional educators believe high quality service results when the profession is free to apply general knowledge to the specific needs of the student--free of unreasonable legislation.

Second, making teaching professionally appealing is a long-term key to quality education and to preventing shortages of instructors (Wise et al., 1987). If instructors were given more control over their work, teaching would attract more and better people, keep incompetents out, and encourage better instruction. Critics of professional control believe that professionals have become too self-serving and because teaching is a public function a licensing process is needed (McDonnell, 1989).

Key to the idea of professionalism in other occupations is the assumption that members possess a specialized body of knowledge required to practice that profession. Previous reforms of instructor licensing have given little support to the notion that a knowledge base for teaching exists (Darling-Hammond & Berry, 1988). Critics of teaching as a profession think that anyone with adequate subject matter knowledge can enter a classroom and teach effectively (Wise, 1994). The primary argument for a knowledge base in education includes the idea that students are not standardized in needs, stages of development, learning styles, and previous learning. Therefore, someone trained in an analysis of student needs and the delivery of appropriate content will require a strong educational background (Wise et al., 1987).

The legal authority of all professions exists with different views between these two alternative forms of regulation -- public control and professional control (Darling-Hammond & Berry, 1988). Policy change that views teachers as semi-skilled workers, who implement a prescribed curriculum, tends to reinforce public control over education. Policy change that views instructors as skilled professionals who apply specialized

knowledge to meet the unique needs of students reflects the legitimate interests of the profession. In reality, these two views are in constant tension as individuals with each belief negotiate policy (Darling-Hammond & Berry, 1988). According to McDonnell (1989) the "implementation of teacher licensing reform has floundered in disputes involving the interplay between democratic control and professionalism" (p. 3). To develop effective licensing regulations, policymakers will have to develop rules that accommodate both sets of interests (McDonnell, 1989). Each perspective "suggests very different models of governance and accountability for education" (McDonnell, 1989, p. 2).

Without a uniformly accepted rationale about the educational needs of instructors, policy favoring public control has been dominant in South Dakota. Entry standards to the technical instructor profession have been characterized as comparatively undemanding. Instructors are granted entry into the occupation, with specific subject matter knowledge, but little or no prior preparation in applying the principles of pedagogy or androgogy to the educational needs of students (B. Andera, personal communications, July, 1995). Because teachers are seen as unskilled workers, administrative control is seen as the way to deliver quality in education (Wise, 1994). Because policy favoring public control has been dominant, many licensing decisions previously left to the discretion of teacher training institutions are now the domain of legislation and administrative policy. Policy determines who will be admitted to teacher education programs, what curriculum will be

used to guide instruction, and how teacher education programs will be evaluated (McDonnell, 1989; Darling-Hammond & Berry, 1988).

Another problem that limits the state's ability to strengthen licensing standards is the relationship between the difficulty in obtaining a license and the number of instructors applying for positions. Whenever more stringent teacher qualifications are established, there is a resulting decrease in the number of qualified applicants for positions, especially when salaries are low. According to Darling-Hammond and Berry, (1988) standards for K-12 teachers have dropped when the demand for teachers exceeds the available supply. Those states that have raised licensing standards have also developed emergency rules to temporarily license teachers in areas of shortages (Wise, 1994). Expediency in filling teaching positions rather than student learning has been paramount in the minds of policymakers. The practice of issuing emergency credentials to teach undermines the licensing process (Darling-Hammond & Berry, 1988).

The development of more complex licensing regulations and the resulting increase in state bureaucracy may be a threat to the development of good policy. Instructors fear that the constraints imposed by state bureaucracy will diminish their ability to deliver educational services. Those concerned about preserving public control see instructors as bureaucrats, whose professional values make them unresponsive to the public. The challenge to the development of licensing policy is not to eliminate bureaucracy, but to shape and structure it in a way that makes it accountable to the needs of the public (McDonnell, 1989).

Technical Instructor and K-12 Licensing Differences

The licensing practices for technical institute faculty and K-12 teachers in South Dakota has historically been the same. This is a result of a common governance structure, however, it is recognized that major differences in the licensing needs of the two educational levels exist (B. Bowers, personal communications, March 10, 1996). Several reasons make it difficult to apply the same licensing processes to both. First, the required entry standard to K-12 education is a baccalaureate degree. This does not exist for many technical institute instructor positions. For example, four-year college teaching degrees in the skilled trade areas are uncommon (Van Ast, 1992). Second, technical instructors must possess specific technical skills to perform their job and these are available only through work experience. Receiving trade certification in certain subject areas is proof of that knowledge and is often the requirement for anyone seeking a technical teaching position (C. Paustian, personal communications, January 16, 1996). For example, an instructor in residential and commercial electricity is often expected to have a journeyperson electricians license. Third, public K-12 schooling takes place in a non-profit, bureaucratic, publicly accountable setting (Wise et al., 1987). In contrast, technical institutes and other post-secondary institutions operate in a market setting, where instructional staff must deliver quality instruction to recruit students (Wise et al., 1987). According to McPherran & Smith (1980), the fact that market competition exists is a logical reason not to have a licensing process for technical instructors. Fourth, the credentials required for general education instructors is much different than K-12

education. Technical institutes need general education instructors with subject area degrees rather than education degrees. This type of credential encourages the development of credit transfers to four-year colleges (J. Utesch, personal communications, July, 1995).

Reasons for Maintaining or Discontinuing Technical Instructor Licensing

A number of reasons that support state licensing standards have been described in the literature. They include the following: (a) statewide licensing assures the state uniform education because candidates for instructor positions have met the same minimum standards for education and/or occupational experience; (b) minimum standards for licensing of technical institute instructors make it easier to develop transfer agreements to four-year colleges and universities; (c) state-wide licensing should include part-time faculty who are becoming a larger portion of faculty numbers; (d) since instructors must pay licensing fees, the licensing process can be self-supporting and operate at no additional cost to the residents of the state; and (e) certification enables the technical institutes to demonstrate compliance with accreditation standards for faulty credentials (Arizona, 1994; McPherran & Smith, 1980).

A number of reasons have also been described for discontinuing state licensing for technical instructors. These include the following: (a) licensing regulations for technical faculty should be consistent with other institutions of higher education -- not with K-12 education; (b) the instructor credentialing requirements of regional accreditation agencies makes state licensing for technical faculty unnecessary; (c) the employment interview

process, which includes peers on interview teams, eliminates the need for state licensing regulations; (d) licensing rules may limit the access of some highly qualified individuals to instructor positions because they have not completed required education courses or other licensing requirements; (e) each technical institute can do a better job in selecting individuals for teaching positions away from the constraints of licensing rules; and (f) bureaucracy established to administer licensing increases the costs of education (Arizona, 1994).

The Arguments For More Professionalism in Technical Instructor Licensing?

Webster's dictionary defines a profession as

> A calling requiring specialized knowledge and licensing and intensive preparation including instruction in skills and methods as well as in the scientific, practical, and scholarly principles underlying such skills and methods, maintaining by force of organization a commitment of high standards of achievement and conduct, and committing its member to continued study and to a kind of work which has for its purpose the rendering of public service (Gove, 1963, p. 579).

"The basis for a profession is a guarantee to the public that all entrants to the profession have adequately mastered the knowledge, and skill needed to perform responsibly" (Wise et al., 1987, p. 7).

The arguments for the "professionalization" of instructor licensing "are similar to the arguments that led to the transformation of other occupations into a profession" (Wise et al., 1987, p. 3). In general, "there is a need to establish quality in the process by which a service provider, in a largely private transaction, provides services to a client who knows less than the provider" (Wise et al., 1987, p. 7). A common characteristic of all

professions is that they have attempted to solve the quality control problem by emphasizing the training of individuals rather than specifying inspection of practice. This is different from education policy that has tried to regulate instructional practices to improve quality. Supporters of increased professionalism believe that now is the time for a change in education because the regulation of instructional practice has been a hindrance to quality education. Experienced educators know that instructors have a great amount of autonomy and efforts to regulate their practice or make education "teacher-proof" have failed. Supporters argue that the strengthening of the teaching as a profession is the best approach to the quality control problem (Wise et al., 1987).

One source suggests four possibilities to assure quality in education. They are: (a) regulation of practice through the prescription of curriculum, (b) inspection of practice through instructor evaluation, (c) inspection of outcomes to teaching with standardized testing, and (d) control of the quality of the individuals in practice through a licensing process (Wise et al., 1987). Because the first three possibilities seem to have failed to assure quality in education, there is renewed interest in policies to change the way teachers are educated and licensed (McDonnell, 1989).

There are five reasons why the first three methods of assuring quality have not worked to expectations. They are: (a) teachers do not use all the curriculum, textbooks and, learning materials that administrators prescribe for them; (b) teachers are assured a significant amount of autonomy and academic freedom and tend to resist change; (c) the occasional evaluative visit given instructors is not intensive enough to provide any real

improvement in instruction; (d) administrators do not have enough time to provide intensive supervision; and (e) to provide enough supervision to control quality would be prohibitive in cost (Wise et al., 1987).

The professions have attempted to develop a system of accountability that assures quality of service through an emphasis on the qualities of individuals (Wise, 1994). "In doing so, the professions have created arrangements with states, in which they have sought and been granted the right and the obligation to control the quality of the members of their profession"(Wise et al., 1987, p. 5). As they have been granted this privilege by the public, they have intensified their educational requirements and have installed testing procedures which provide the public substantial evidence that those admitted to a profession have been well trained. "The arrangement is not perfect and there are problems in this contract, however, it is merely a lot better than the alternatives" (Wise et al., 1987, p. 5).

The problem of "professionalizing" education is how to assure quality instruction based on appropriate instructional decisions, when administrators cannot simply prescribe good instructional practice, do not have the resources to closely supervise all instructors, and cannot rely solely on external examination of student learning as a measure of quality. The ultimate goal in instructor licensing is "to encourage teachers to exercise their professional judgment without ignoring the wishes of the populace, or without shielding self interest from checks and balances"(McDonnell, 1989, p.7). The field of education is not alone in this problem. It shares with other non-teaching professions the

reality that high quality service cannot be prescribed in advance of a professional's very personal interaction with a client. High quality service results when a professional has knowledge and is prepared to apply it to individual client needs (Wise et al., 1987).

A major difficulty in establishing more professional licensing rules is the establishment of standards for what instructors should know and be able to do. Licensing standards can be established by the state or by professional standards boards. In other non-teaching professions, boards composed of practitioners operate to establish meaningful and rigorous standards (Wise, 1994). Systems are set in place whereby professional standards must also meet minimum standards established for state licensing. Supporters of a more professional system indicate that until teachers themselves are willing to accept the concept of peer review, the task of developing more professional standards will be difficult and very political. They also state that such a system will move instruction beyond the minimum standards commonly indicated in licensing rules (McDonnell, 1989).

In the twentieth century other non-teaching professions have established a series of standards which taken as a whole provide evidence that a person is ready to practice (Wise et al., 1987). These standards articulate what individuals should know, be like, and be able to do in order to practice (Wise, 1994). They have realized that no single assessment will provide the evidence of quality the public desires. The standards for licensing generally include: (a) a rigorous and lengthy formal training, (b) an examination to document competence in subject matter relating to the profession, (c) an

intensively supervised internship, (d) an examination to document that individuals who have completed an internship can apply and transfer the knowledge to meet client needs, and (e) the standards for continued membership in the profession (Wise et al., 1987; Wise, 1994).

Can A Technical Faculty Licensing Process Be Modeled After Other Non-Teaching Professions?

If a more professional licensing process for technical faculty is of value, the question is what should be the characteristics of that process? Since each profession has different licensing processes, it is assumed that education will also be different. Hence, the objective of this section of the chapter is to identify the common characteristics of professional licensing processes and to suggest features that will work in education.

One universal characteristic of a profession is a rigorous and lengthy educational program. In other non-teaching professions this requirement is met with a college education. During this training period, future entrants into the profession are expected to attain the subject matter knowledge they will need to practice. At the end of this training program, an examination is administered documenting that an individual has gained extensive subject matter knowledge (Wise et al., 1987).

Unlike other occupations, the four-year degree is not easily accessible nor common in specific technical subject areas (B. Bowers, personal communications, March 10, 1996). Therefore, the long and rigorous formal education we associate with other professions does not exist (Van Ast, 1992). An alternative to licensing technical faculty is a two-year technical degree plus extensive experience in the occupation. Licensing

standards in many states already specify occupational experience as a minimum for licensure in a subject area (Vocational Education Journal, 1993). The education and the experience taken together indicate that an individual seeking an instructor position is knowledgeable about the subject they will teach. This approach is seen as reasonable documentation of subject-matter knowledge for the wide variety of occupations taught in a technical institute (B. Andera & J. Utesch, personal communications, July, 1995).

A second characteristic of the licensing process in other professional occupations is the availability of an examination to document that individuals have obtained the essential knowledge of the occupation. The idea of requiring an examination of an individuals preparation in effort to gather public confidence seems straightforward and simple (Darling-Hammond & Wise, 1984). There are, however, many questions posed by this concept. What knowledge is worth testing? How can the test measure the many kinds of situations teachers will work in? Can the assessment be designed to produce fair, valid, and reliable results? If these questions are not resolved, the test itself may undermine the existence of the knowledge base required of a profession. In addition, it may sort candidates unreliably on invalid criteria, thus undermining the faith in the outcome of the licensing process (Wise et al., 1987).

Other occupations have addressed this problem in the following ways. First, they have created professional standards boards to oversee the development of a list of standards students should know. The members of these boards devote a considerable amount of time in developing specific tests to determine if individuals possess the

knowledge and skills to become successful. The tests document student's ability to apply knowledge through case scenarios, performance tests, essay responses, and oral examinations. Finally, these boards have staged tests to occur at different times in a student's preparation. For example, a test of the ability of a medical student to apply knowledge occurs after the student completes an internship designed to help individuals apply knowledge to meet client needs (Wise et al., 1987).

In the medical profession, students take a three-part National Board of Examiners Test. Within the K-12 education system, there is a corresponding point in subject matter training at the end of a four-year degree. In the K-12 teaching arena, the National Teachers Examination is the most commonly used test to measure teacher competence. In general, these tests and others like it are considered tests that measure basic skills of teachers (Wise et al., 1987).

There is a considerable amount of literature available regarding the fairness, validity, and reliability of paper and pencil tests. A complete discussion of this issue is not pertinent here, because it does not apply well to the technical instructor. The K-12 teacher must possess specific subject matter knowledge (math or social sciences, for example) necessary to transmit basic knowledge, and cultural values to students. The mission of a technical institute is to transmit to students the skills they need in an entry level position in an occupation. To adopt the K-12 testing process would require a very large number of very specific tests for the many occupational subjects taught at a technical institute. In the absence of a uniform testing process for subject matter

knowledge, experience and previous technical institute training seem to be the only documentation of individual preparation possible of technical faculty (B. Bowers, personal communications, March 10, 1996).

A third characteristic of a professional licensing process is the required internship. The supervised internship process is as necessary to the licensing process as is a testing program (Wise, 1994; Sikula & Roth, 1984). The structured internship in other non-teaching professions is the component in which students have the opportunity to apply knowledge to the specific needs of the client. It provides an opportunity to learn skills that cannot be effectively taught in the classroom. The internship is used with the knowledge that testing alone cannot assess completely the ability to apply knowledge and skills. In the "professions" the internship is a prerequisite to a performance test. Because teaching is complex and non-routine, a new teacher's performance cannot be assessed until they have had an opportunity to encounter and work through many practical teaching problems (Wise et al., 1987; Darling-Hammond et al., 1990).

During the internship, an intern is asked to learn by doing and modeling, assume progressive degrees of responsibility, receive guidance and supervision from senior instructors, receive a wide range of experiences, and work directly with students (Darling-Hammond et al., 1990). Some of the more general features of a structured internship found in other non-teaching professions include: (a) the internship is full-time; (b) the experience provides interns with the opportunity to use and analyze research; (c) interns have ample opportunity to observe other professionals; (d) interns are given time to

reflect upon and analyze their own teaching experience; (e) the internship occurs in a variety of settings; (f) an optimal load of responsibility is assigned; (g) formal lectures are interspersed in the internship; (h) a critical mass of other interns, clients, and faculty resources is available; (i) the tone of the internship is one of broad support; (j) interns make different types of decisions in different types of situations; and (k) standards are established to evaluate interns (Darling-Hammond, et al., 1990).

According to some, the skills and abilities required of technical instructors by the State of South Dakota are not readily available in a university-based teacher education program or in the standard student teaching courses (J. Utesch, personal communications, January 20, 1996). In the field of technical education, many teachers have said that their experience in a school of education did not prepare them for the classroom (J. Van Ast, personal communications, June, 1995).

Planned assistance of beginning teachers rarely exists in education. In most cases, the administrative responsibility for new technical teachers' induction is lacking, and financial and logistical considerations prevent a strong induction process. The trial and error process for learning to teach, as currently practiced, is also not an effective option (Wise et al., 1987). One option available is a structured internship mentor program during the first two years of employment. This mentor program could provide new teachers practical support from an "in-house" professional. Applied and philosophical courses from a teacher educator professional will help individuals learn the skills of teaching (Van Ast, 1992).

Upon completion of the internship, each of the professions require a summative evaluation or performance test of a candidate's ability to apply knowledge to specific situations (Darling-Hammond, et al., 1990). It is becoming a common practice in K-12 education to grant an initial license to teach after the completion of a college and university degree program and to require a performance test prior to granting a continuing license. This is a test of a candidate's skill in analyzing teaching situations and performing essential teaching tasks (Wise et al., 1987).

The principles which guide the effective use of a performance test include the idea that specific knowledge and skills should be tested only after candidates have had an opportunity to master them and that testing for licensing should include assessment of a broad range of required knowledge and skills. The performance test, according to Wise et al. (1987), suffers from three major shortcomings. These are: (a) performance tests are commonly administered only once; (b) assessments do not evaluate candidates in various job settings and therefore suffer from a lack of validity; and (c) performance assessments are often made by the same persons who hired the instructor which reduces the credibility of the process. The performance test is based on two assumptions. It assumes there is a set of teaching behaviors that can be observed on a few occasions, and it is equally effective for all grade levels, subject areas, and students. Unfortunately, efforts to link specific teaching behaviors to student outcomes are not easily accomplished. According to Darling-Hammond & Wise (1984), researchers have concluded that linking precise and

specific teacher behavior to precise and specific learning of pupils is not possible at this time.

Unfortunately, a performance assessment currently does not exist in the licensing of technical instructors. Due to the complexity of the problem, it will take considerable time to develop the number of assessments required for the many subject areas taught in technical institutes (B. Andera & J. Utesch, personal communications, July, 1995).

A final characteristic of the licensing process of other non-teaching professions is an expectation of continual improvement for those already in practice. Licensed individuals are given some latitude in selecting those activities that will improve upon their skills. A significant requirement of professional certification or membership in a professional organization is that an ongoing effort to improve skills and knowledge is implemented (Wise et al., 1987).

Given the previous considerations for an improved professional model of licensing, it is important to incorporate into licensing rules a system where instructors are not only required to demonstrate professional growth, but are also provided opportunities to obtain professional advancement. Instructors themselves should have a major role in this endeavor. Since the occupation is varied in subject matter, it is important that flexibility be provided instructors. A study of other non-teaching professions indicates that a professional standards board made up of instructors can be instrumental in directing these activities (Darling-Hammond et al., 1990).

Summary

The philosophical basis for the licensing of instructors is the belief that the interests of the public are more important than the interests of any individual and that the public, in a democratic society, has the legitimate right to direct the requirements in education. The specific form of licensing policy is driven by a demand that education be held accountable to the public and its elected and appointed officials. For these reasons, licensing regulations are written to screen potential instructors for quality. Regulations encourage more rigorous preparation of candidates for teaching positions and require that experienced instructors attend activities to improve their skills. Technical institute faculty members also believe that they have a valid interest in the licensing process. Their claim to this right is based on the belief that teaching is a profession and since professional instructors are the most knowledgeable of education, it is they who should direct the licensing process. To this date (1996), the public perspective has been dominant in licensing policy (McDonnell, 1989).

The arguments for the existence of a licensing process include: (a) a statewide licensing process assures the public that beginning instructors are qualified for their positions, (b) the presence of instructor licensing will make education in the state more uniform because all beginning teachers will have the same preparation, (c) licensing makes credit transfer agreements to four-year colleges easier, and (d) the process is self-supporting because instructors must pay the cost of licensing through fees.

The arguments against the licensing process include: (a) because the technical instructors work in a market economy the presence of licensing rules are unnecessary, (b) the employment interview process selects the best applicant for positions, (c) state licensing may limit the ability of the technical institutes to hire some very highly qualified individuals because they have not completed required education courses, and (d) individual technical institutes should be able to do a better job of selecting the best prepared instructors than the state (Arizona, 1994).

Some educational reformers are now advocating greater emphasis on the "professionalizing" of education to achieve greater quality. They write that efforts to manage and teacher-proof education have failed and it is now time to approach the quality problem as other non-teaching professions have. Educational reformers believe that it is time for states to transfer the licensing process for educators to the teaching profession as they have done in other non-teaching professions. They point to licensing practices in the medical and legal professions as a way to improve education (Wise et al., 1987).

One basic argument for a more professional model of instructor licensing is similar to the one used for the establishment of other non-teaching professions. In other non-teaching professions, services provided by the professional occur in a private transaction in which the professional knows more than the client. In the professions, an effort to regulate practice through close supervision or by evaluation of outcomes is not easily accomplished. To resolve this problem, other professions have designed systems that emphasize the quality of individuals and of their training (Wise et al., 1987). Supporters

of a more professional licensing process believe that previous licensing rules have failed because technical instructors have a high amount of autonomy and the administrative resources are not available to closely supervise instructors (Wise, 1994).

A major obstacle in the development of more professional licensing regulations is the determination of what instructors should know and be able to do. In other non-teaching professions this is determined by professional practices boards. The professions also establish multiple assessments that taken as a whole provide evidence that an individual is ready to practice.

The final portion of Chapter 2 provided a brief discussion of the characteristics of the licensing in other non-teaching professions and suggests possible features of a technical institute instructor licensing process. The characteristic of other professional licensing processes include: (a) rigorous and lengthy training in a formal educational setting, (b) an examination to document competence in subject matter relating to the profession, (c) an intensively supervised internship, (d) an examination to document that individuals who have completed an internship can apply knowledge to meet client needs, (e) and standards for continued membership in the profession (Wise et al., 1987; Wise, 1994).

It was determined that the formal educational requirements associated with a profession are not currently in effect in the technical instructor profession (B. Bowers, personal communications, March, 1996) An alternative is the requirement of a two-year technical degree and extensive practical experience in the work-place. Taken together,

these experiences should provide the public assurances that instructors possess the subject matter knowledge necessary to teach. A second suggestion was that an examination to verify that a candidate applying for a license had learned the essential subject matter knowledge is not a widespread practice. It would take considerable time to develop these tests because of the large number of technical areas taught at a technical institute. The K-12 teacher tests of basic skills are of no practical value to technical education. A third suggestion is that a structured and intensive internship should be established. With current salary levels low, compared to industry, it is questionable if people would go through this process prior to applying for instructor positions (J. Utesch, personal communications, January 20, 1996). A comprehensive mentoring program for new instructors conducted just prior to and during the first two years of a teacher's practice is an alternative to the internship. This mentorship will help new instructors learn the basic teaching skills. A final characteristic of the profession is a requirement for continued upgrading of skills. This can be incorporated into the licensing process for technical instructors similar to other non-teaching professions. It is suggested that a licensing board supervise this activity to ensure that it meets the needs of the public and the standards established by the profession (B. Andera, J. Utesch, & L. Wilson, personal communications, July, 1995)

CHAPTER 3

Research Methodology

The purpose of this study was to identify the perceptions of South Dakota's technical institute faculty and administrators concerning post-secondary instructor licensing. The study also compared the perceptions of administrators and faculty. The methodology used to complete this study allows valid examination of the research questions. The research questions are based on the previously stated problem and research presently available. The following research questions guided the investigation.

1. What are the demographic characteristics of the study population?
2. What are the perceptions of faculty members of technical institutes regarding the need for state licensing of faculty?
3. What are the perceptions of administrators of technical institutes regarding the need for state licensing of faculty?
4. How do the perceptions of faculty and administration differ regarding the need for state licensing of faculty?
5. What are the perceptions of faculty members of technical institutes regarding the development of licensing regulations like other professions?
6. What are the perceptions of administrators of technical institutes regarding the development of faculty licensing regulations like other professions?
7. How do the perceptions of faculty and administration of technical institutes differ regarding the development of professional licensing regulations like other professions?
8. What components or characteristics of an instructor licensing program do faculty of technical institutes prefer?
9. What components or characteristics of an instructor licensing program do administrators of technical institutes prefer?

10. How do the perceptions of faculty and administrators of technical institutes differ regarding the components or characteristics they prefer in an instructor licensing program?

The major sections included in this chapter are: (a) a statement of the processes used to conduct a review of related literature, (b) a description of the study population, (c) a discussion of the instrument used to collect data, (d) the process by which the data were collected, (e) how the data were analyzed, and (f) a summary of the chapter.

Review of Related Literature

The purpose of the review was to gather information that assisted the researcher in formulating and validating the survey questionnaire. Additionally, it assisted in the derivation of conclusions to the research. A selected review of related literature was conducted using the available resources at the I.D. Weeks Library on the campus of the University of South Dakota, Vermillion. Major indexes and resources used included the Educational Resources Information Center (ERIC), Resources in Education (RIE), Current Index to Journals in Education (CIJE), Education Index, a computerized card catalog (PALS), Dictionary of Education, and Dissertation Abstracts International (DAI). Additionally, information was gathered from a variety of sources including government documents, personal interviews, discussions at committee meetings about the development of new licensing rules, and from other libraries through interlibrary loan.

The review of literature was divided into the following sections as it relates to post-secondary education: (a) a discussion of the political forces driving instructor licensing, (b) how post-secondary instructor licensing is different than K-12 teacher licensing, (c) the reasons for maintaining and discontinuing instructor licensing, (d) the argument for more professionalism in post secondary licensing , and (e) recommendations for post-secondary instructor licensing based on the licensing practices of other professions.

Study Population

The population studied included all 321 full-time and part-time faculty teaching in the four public technical institutes in South Dakota during the spring semester of 1996. Additionally, the population included forty-two administrators from the respective institutions. The total population included 363 people.

The position titles and job descriptions of administrators vary in the four institutions. The final decision of which positions were classified as administrators was left to the Assistant Director of each institution.

Instrumentation

A survey questionnaire was used to collect the data (see Appendix A). Survey questions were formulated to answer each of the specific research questions. A review of the literature was used to develop the survey questionnaire and to validate each of the questions (see Appendix B). The questionnaires for the faculty and administrators were the same. The questionnaire was tested using a group of two administrators and eight instructors at a comprehensive community college in a neighboring state to test its readability and validity.

The survey questionnaire contained forty-four statements and questions. Survey questions 37-44 provided demographic data on the study population. They were in a multiple choice format. The statements developed to answer research questions two through ten used a Likert scale format. Survey statements 1-13 pertain to research questions 2-4. Survey statements 14-21 pertain to research questions 5-7. Survey statements 22-36 pertain to research questions 8-10. A response of "1" equaled strongly

disagree and a response of "5" equaled strongly agree. Responses were entered on scantron forms (see Appendix C) which facilitated the accurate counting of responses. The survey was printed on white paper with blue ink (Mehrabiam & Valdez, 1994). Each survey was numbered to facilitate a follow-up mailing to those who did not respond to the first questionnaire. Demographic information requested in the survey included: (a) gender, (b) current institution of employment, (c) employment status as instructor or administrator, (d) academic department affiliation, (e) educational level attained, (f) years of teaching experience in a technical institute, (g) professional certifications maintained, and (h) previous problems in obtaining a license.

Data Collection

Approval to conduct the survey was granted in writing by the Director of each technical institute in South Dakota prior to the issuance of the survey (see Appendix D). The survey instrument, along with a cover letter (see Appendix E), was distributed to all subjects in the spring of 1996. The survey was sent to the Assistant Director of each technical institute who placed the instrument in each subject's school mail. A scantron form, cover letter, and letter of support from the President of the South Dakota Vocational Association box was attached to each survey (see Appendix F). The instructions requested that each scantron form be returned to the Assistant Director's secretary who provided a location for the return. This procedure allowed respondents to return the scantron form to someone who was not an administrator. The initial and follow-up instruments were numerically coded to protect the identity of individuals and yet avoid duplication in mailings. The following methods were used to improve return rate: (a) a cover letter was sent explaining the importance of the survey, (b) a follow-up letter stating the importance of the input was sent to non-respondents (see Appendix G), (c) a letter of endorsement from the State President of the South Dakota Vocational

Association was included with the first instrument, and (d) each Assistant Director encouraged cooperation with this research in memos and announcements at their respective institutions.

Data Analysis

The scantron forms were machine scanned at the Computer Data Services Office at the University of South Dakota. The resulting data files were loaded into SPSS, a computer program, to facilitate the analysis (Norusis, 1993). Descriptive statistics were used to summarize the data and reduce them to a manageable quantity. The survey form produced nominal and interval data. Demographic data collected to answer research question one are presented prior to data regarding research questions two through ten. All the demographic data are nominal, and frequencies and percentages were used to report this information. Means and standard deviations were used to report data from research questions two, three, five, six, nine, and ten. The means of responses to questions four, seven, and ten were compared using the t-test. The .05 level of significance was used for all t-tests. Selected information is displayed in tables and figures in Chapter 4 to add meaning to the narrative description of the results.

Summary

This study investigated the perceptions of technical institute faculty and administrators regarding instructor licensing in South Dakota. A survey was be used to gather data from all of the faculty members and administrators from the four technical institutes in the state. The survey was developed by the researcher using information from others who have studied this topic and with the help of a panel of colleagues. The survey was piloted at a community college in a neighboring state to test its readability and to increase content validity. Data were collected in the spring of 1996. The researcher

analyzed the data with the help of faculty at the University of South Dakota.. The data were reported in tables accompanied with narrative comments in Chapter 4.

CHAPTER 4

Findings

A summary and analysis of the data collected for this research are interpreted in this chapter. Presented first are data relating to the return of the research survey along with the demographics of the study population. This data answered research question one. Following this is a summary and analysis of the data that answered research questions two, three, five, six, eight, and nine. The data are summarized with means and standard deviations, and accompanied with narration. Results of data designed to answer research questions four, seven, and ten are also presented in tables. The results of t-tests are used to analyze these findings. Again, all results presented in tabular form are accompanied by narrative information noting the more interesting findings.

The purpose of this study was to determine the perceptions of South Dakota's Technical Institute faculty concerning state licensing. More specifically, the purpose was to determine: (a) if technical instructors and administrators believe there should be state licensing for faculty and if there are differences in the perceptions of faculty and administrators regarding this issue, (b) if faculty and administrators believe a licensing process like other non-teaching professions should be implemented and if there are differences in the opinions of these two groups, and (c) what features faculty and administrators prefer in licensing policy and if there are differences in the perceptions of these two groups.

Return of the Survey Instrument

Survey instruments were delivered to all the technical institute instructors and administrators employed by the four public technical institutes in South Dakota. Surveys were distributed by placing them in staff mail boxes. The study population included forty-two administrators and 321 full-time and part-time faculty for a total of 363 staff members.

The first mailing was sent January 24, 1996. This mailing resulted in a return of 206 useable surveys for a 57 percent response rate. On February 26, 1996, a follow-up letter and survey were sent to eighty-six individuals who did not respond to the first request. This mailing generated another thirty useable surveys. Subsequently, surveys from 236 respondents (65 percent) were statistically analyzed.

Demographic Characteristics of the Population

This section contains a discussion of the demographic characteristics of the study population. It provides an answer to research question number one and includes data from survey questions 37-44. These questions asked for the following demographic information: gender, number of years teaching at a technical institute, employment status as instructor or administrator, location of employment, academic department affiliation of instructors, highest educational level, previous problems in obtaining a license, and the possession of other professional certifications. The number of responses varied as each respondent did not answer all the survey questions and statements.

Respondents' Place of Employment

The number and percentages of surveys mailed to and returned from each of South Dakota's Technical Institutes are illustrated in Table 1. While Mitchell's staff provided the highest response rate (95.4 percent) of all groups, the lowest return rate was evidenced by Southeast (42.7 percent). Of all groups, Lake Area contributed the largest portion of the total responses (30.9 percent) and Western Dakota the smallest (19.1 percent).

Table 1

Respondents' Place of Employment

Technical Institutes	Number Mailed	Number Returned	Percent Returned	Percent Of Total
Lake Area	87	73	84.0	30.9
Mitchell	65	62	95.4	26.3
Southeast	131	56	42.7	23.7
Western Dakota	80	45	56.2	19.1
TOTAL	363	236	65.0	100.0

Respondents' Gender

Male respondents comprised approximately three-fifths (59.2 percent) of the total number of returned surveys. Mitchell had the highest number of male staff members compared to females with approximately a 2:1 ratio. Table 2 contains a summary of data relating to the respondents' gender.

Table 2

Respondents' Gender

Technical Institutes	Males N	Males %	Females N	Females %	Totals N	Totals %
Lake Area	43	59.7	29	40.3	72	100.0
Mitchell	41	67.2	20	32.8	61	100.0
Southeast	30	54.5	25	45.4	55	100.0
Western Dakota	24	53.3	21	46.7	45	100.0
TOTAL	138	59.2	95	40.8	233	100.0

Instructor Experience at a Technical Institute

The responses to survey question thirty-nine indicated that the largest number of instructors have 2-5 years of teaching experience. It is also noted that 13.8 percent of the faculty have over twenty-one years of teaching experience at a technical institute. Interestingly, Mitchell and Lake Area Technical Institutes have noticeably more senior faculties compared to the other two institutions. The responses from Mitchell Technical Institute indicate over 26 percent of its faculty have over twenty-one years of teaching experience. Lake Area has over 18.3 percent of its faculty with over twenty-one years of experience. Data regarding the experience level of the instructors are summarized in Table 3.

Employment Status of Respondents

One hundred ninety-three survey respondents (83.1 percent) reported they were instructors. Forty respondents (16.9 percent) reported they were administrators. The classification for administrator is more stringent at Southeast Technical Institute which accounts for the smaller number of administrators at that institution. Data regarding the educational level of the instructors are summarized in Table 4.

Table 3

Instructors' Experience at a Technical Institute

	0-1 Years		2-5 Years		6-11 Years		12-20 Years		21+ Years		Total	
Technical Institutes	N	%	N	%	N	%	N	%	N	%	N	%
Lake Area	4	6.7	10	16.7	15	25.0	20	33.3	11	18.3	60	100.0
Mitchell	2	4.1	10	20.4	9	18.4	15	30.6	13	26.5	49	100.0
Southeast	6	11.8	17	33.3	17	33.3	9	17.6	2	3.9	51	100.0
Western Dakota	4	11.4	19	54.3	7	20.0	4	11.4	1	2.9	35	100.0
TOTAL	16	8.2	56	28.9	48	24.6	48	24.6	27	13.8	195	100

Table 4

Employment Status of Respondents

Technical Institute	Instructor N	Instructor %	Administrator N	Administrator %	Total N	Total %
Lake Area	61	83.6	12	16.4	73	100.0
Mitchell	49	79.0	13	21.0	62	100.0
Southeast	51	91.0	5	9.0	56	100.0
Western Dakota	35	77.8	10	22.2	45	100.0
TOTAL	196	83.1	40	16.9	236	100.0

Department Affiliation of Instructors

The responses indicated that the trades and industry instructors are the largest division, as they represent 36.5 percent of the respondents. Agriculture Department Instructors (7.8 percent) are the fewest in numbers. Mitchell and Lake Area have over two times as many trades and industry instructors as Southeast or Western Dakota. Table 5 provides data on the academic department affiliation of respondents.

Educational Level of Instructors

The most common educational level of the instructors is a baccalaureate degree. The data indicated that a total of 43.7 percent of the instructional staff have a four-year degree. Interestingly, the data suggested that 71 percent of the instructional staff have a bachelors degree or better. The least common level of education is occupational experience. The number of instructors teaching with occupational experience only is 3.3 percent. Lake Area and Mitchell have the highest percentage of instructors with experience only, or a diploma or certificate which corresponds to the number of trades and industry instructors at these institutions. Western Dakota has significantly greater numbers of faculty with baccalaureate degrees (61.3 percent). This is because the institution is located near a military base. A comparatively large number of college graduates with a technical background are available for employment. Data regarding the educational level of the instructors are summarized in Table 6.

Table 5

Department Affiliation of Instructors

Technical Institutes	Agriculture		Business/ Marketing		General Education		Health Services		Trades/ Industry		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Lake Area	6	10.7	10	17.9	6	10.7	13	23.2	21	37.5	56	100.0
Mitchell	5	10.4	5	10.4	9	18.8	5	10.4	24	50.0	48	100.0
Southeast	2	4.6	10	23.2	11	25.6	8	18.6	12	27.9	43	100.0
Western Dakota	1	3.2	10	32.2	6	19.4	6	19.4	8	25.8	31	100.0
TOTAL	14	7.8	35	19.7	32	18.0	32	18.0	65	36.5	178	100.0

Table 6

Educational Level of the Instructors

	Experience		Diploma or Certificate		Two-year Degree		BS/BA Degree		Masters Degree		Total	
Technical Institutes	N	%	N	%	N	%	N	%	N	%	N	%
Lake Area	3	5.2	11	19.0	5	8.6	28	48.3	11	19.0	58	100.0
Mitchell	3	6.1	10	20.4	9	18.4	16	32.6	11	22.4	49	100.0
Southeast	0	0.0	3	6.7	6	13.3	17	37.8	19	42.2	45	100.0
Western Dakota	0	0.0	3	3.2	0	0.0	19	61.3	9	29.0	31	100.0
TOTAL	6	3.3	27	14.8	20	10.9	80	43.7	50	27.3	183	100.0

Instructors' Problems in Obtaining a License

One hundred forty-seven (83.1 percent) instructors reported that they have not had problems in renewing their license. Thirty instructors (16.9 percent) reported that they had problems. Data regarding the instructor's problems in obtaining a license are summarized in Table 7.

Table 7

Instructors Problems in Obtaining a License

Technical Institutes	Problems N	Problems %	No Problems N	No Problems %	Total N	Total %
Lake Area	9	16.1	47	83.9	56	100.0
Mitchell	7	14.6	41	85.4	48	100.0
Southeast	8	18.6	35	81.4	43	100.0
Western Dakota	6	20.0	24	80.0	30	100.0
TOTAL	30	16.9	147	83.1	177	100.0

Professional Certifications Maintained by Instructors

A comparatively high number of instructors (48.3 percent) reported they maintained other non-teaching professional certification. Thirty-one instructors (17.2 percent) reported they did not maintain other professional certifications. Data regarding the professional certifications maintained by instructors are summarized in Table 8.

Table 8

Professional Certifications Maintained by Instructors

	Maintain Certifications		Not Certified		Certifications Unavailable		Total	
Technical Institutes	N	%	N	%	N	%	N	%
Lake Area	29	50.0	5	8.6	24	41.4	58	100.0
Mitchell	28	58.3	7	14.6	13	27.1	48	100.0
Southeast	19	43.2	13	29.5	12	27.3	44	100.0
Western Dakota	11	36.7	6	20.0	13	43.3	30	100.0
TOTAL	87	48.3	31	17.2	62	34.5	180	100.0

Results of the Data Analysis

The remainder of Chapter 4 will focus on research questions 2-10 and the survey questions designed to answer them. Survey questions 1-13 are grouped together because they pertain to research questions 2-4. Taken together, they provide information about the perceptions of faculty and administrators towards the need for instructor licensing. Survey questions 14-21 are grouped together because they pertain to research questions 5-7. Survey questions 14-21 provide data about the perceptions of technical institute staff concerning the application of other non-teaching licensing practices to education. Survey questions 22-36 are grouped together because they pertain to research questions 8-10. Taken together, they provide information about the preferences of administrators and instructors for specific licensing rules.

Likert type response scales were employed for survey questions 1-36. A mean of "1" indicates that individuals strongly disagreed to a survey statement. Conversely, a mean of "5" indicates that respondents strongly agreed with a survey statement.

Faculty Perceptions Regarding the Need for State Licensing

Research question 2 asked: "What are the perceptions of faculty members of technical institutes regarding the need for state licensing of faculty?" Data collected in response to the research question are summarized in Table 9.

Instructors indicated the highest level of agreement the statement that there should be a state licensing system for instructors (mean = 3.58). Other statements receiving high levels of agreement related to the ideas that employment standards established at each

technical institute will be more effective in selecting highly qualified new faculty members than licensing standards established by the state (mean = 3.49) and that licensing strengthens credit transfers agreements to four-year colleges (mean = 3.28).

The lowest level of agreement expressed by instructors was that teaching is easily learned (mean = 2.18). Other statements evidencing lack of agreement by instructors related to statements that state licensing will provide more job security (mean = 2.39) and promote growth in technical skills of experienced faculty (mean = 2.44).

Table 9

Faculty Perceptions: Need for State Licensing

Item No	Item Descriptor	N	Mean	S.D
1	Favor state licensing	193	3.58	1.21
13	Local standards more effective	196	3.49	1.06
11	Strengthens credit transfer	196	3.28	1.09
9	Limits candidates access	196	3.14	1.15
2	Assures better instructors	189	3.13	1.25
7	Helps beginning instructors	193	2.83	1.12
8	Interview process	194	2.70	1.08
10	Institutional accreditation	193	2.66	1.03
6	Shortage of applicants	194	2.65	.97
5	Increases salaries	191	2.59	1.01
3	Promote faculty growth	194	2.44	1.13
4	More job security	189	2.39	1.10
12	Teaching is easily learned	196	2.18	1.04

Administrator Perceptions Regarding the Need for State Licensing of Instructors

Research question 3 asked: "What are the perceptions of administrative members of technical institutes regarding the need for state licensing of faculty?" Data collected in response to the research question are summarized in Table 10.

The forty administrators who responded to the survey provided the highest level of agreement with the statement that there should be a state licensing process for technical faculty (mean = 3.95). Other statements receiving high levels of agreement related to the perception that state licensing will strengthen the ability of technical institutes to develop credit transfer agreements to four-year colleges (mean = 3.60) and that state licensing will limit the access of specially qualified individuals to the teaching occupation (mean = 3.44).

The lowest level of agreement expressed by administrators was that teaching is easily learned (mean = 1.70). Other statements showing lack of agreement by administrators related to the ability of institutional accreditation to replace licensing (mean = 2.23) and to the idea that licensing will create a shortage of applicants for instructor positions (mean = 2.47).

Table 10

Administrator Perceptions: Need for
State Licensing of Instructors

Item No.	Item Descriptor	N	Mean	S.D.
1	Favor state licensing	37	3.95	1.13
11	Strengthens credit transfer	40	3.60	1.01
9	Limits candidates access	39	3.44	1.02
2	Assures better instructors	40	3.35	1.12
13	Local standards more effective	40	3.13	1.11
7	Helps beginning instructors	40	3.03	1.00
3	Promote faculty growth	40	2.83	1.11
4	More job security	40	2.68	1.00
5	Increases salaries	39	2.64	.99
8	Interview process	40	2.48	1.06
6	Shortage of applicants	38	2.47	1.06
10	Institutional accreditation	40	2.23	.80
12	Teaching is easily learned	40	1.70	.65

Differences in the perceptions regarding the need for state licensing

Research question 4 asked: "How do the opinions of faculty and administrators differ regarding the need for state licensing of faculty?" Results of t-test comparisons of

instructor and administrator responses pertaining to this question are summarized in Table 11. Values that are significantly different at the .05 level are identified with an asterisk.

Instructors and administrators demonstrated significant differences in their levels of agreement to three statements relating to the need for state licensing of faculty. Instructors showed significantly higher levels of agreement to statements that institutional accreditation replaces the need for state licensing ($t = 2.99$, $p = .004$) and that teaching is easily learned ($t = 3.79$, $p = .000$).

In contrast, administrators responded significantly more strongly than instructors to the statement that licensing will promote growth in professional skills of experienced faculty ($t = 2.01$, $p = .050$). The responses to the other statements were not significant at the .05 level.

Table 11

Comparison of Instructor and Administrator Perceptions Regarding the Need for State Licensing of Instructors

Item No.	Item Descriptor	Instruc. Mean	Admin. Mean	t Value	Prob.
1	Favor state licensing	3.58	3.95	-1.81	.076
2	Assures better instructors	3.13	3.35	-1.09	.279
3	Promote faculty growth	2.44	2.83	-2.01	.050*
4	More job security	2.39	2.68	-1.60	.114
5	Increases salaries	2.59	2.64	-.31	.755
6	Shortage of applicants	2.65	2.47	.95	.347
7	Helps beginning instructors	2.83	3.03	-1.10	.307
8	Interview process	2.70	2.48	1.22	.227
9	Limits candidates access	3.14	3.44	-1.60	.115
10	Institutional accreditation	2.66	2.23	2.99	.004*
11	Strengthens credit transfer	3.28	3.60	-1.80	.077
12	Teaching is easily learned	2.18	1.70	3.79	.000*
13	Local standards more effective	3.49	3.13	1.90	.062

* indicates significant differences at the .05 level

Instructor Perceptions Regarding the Adoption of a More Professional Model of Licensing

Research question 5 asked: "What are the perceptions of faculty members of technical institutes regarding the development of licensing regulations that are like other professions?" Survey statements 14-21 were included in the survey to provide insight into the perceptions of instructors about the development of licensing standards that resemble those of other non-teaching professions. Data collected in response to the research question are summarized in Table 12.

Instructors indicated the highest level of agreement with the statement that a profession should guarantee the public that all entrants to a profession have been adequately prepared to practice that profession (mean = 3.86). Other statements receiving high level of agreement related to perception that there is a body of knowledge about post-secondary teaching that instructors must possess to be effective (mean = 3.79) and that instructors are willing to accept the responsibility of governing the instructor licensing process at their institution (mean = 3.48).

The lowest level of agreement expressed by instructors was to the statement that the public has a legitimate right to direct instructor licensing in an effort to obtain highly qualified instructors (mean = 2.72). Instructors also showed a slightly negative response to the idea that an instructor licensing process similar to that of the medical or legal profession will produce better instructors (mean = 2.83).

Table 12

Instructor Perceptions: More Professional Model Of Licensing

Item No.	Item Descriptor	N	Mean	S.D.
21	Professional guarantee to the public	195	3.86	.95
20	Body of knowledge	195	3.79	1.01
14	Faculty govern licensing process	192	3.48	.99
17	Standards controlled by instructors	194	3.47	.96
19	Professional standards board	194	3.29	1.14
18	Licensing and image of education	195	3.23	1.04
15	Similar to other professions	195	2.83	1.00
16	Publics right to direct the process	194	2.72	1.07

Administrator Perceptions Regarding the Adoption of a More Professional Model of Licensing

Research question 6 asked: "What are the perceptions of administrators of technical institutes regarding the development of faculty licensing regulations that are like other professions?" Data collected in response to the research question are summarized in Table 13.

The forty administrators who responded to the survey provided the highest level of agreement with the statement that a profession should guarantee the public that all

entrants to a profession have been adequately prepared to practice that profession (mean = 4.11). A second statement receiving a high level of agreement was that there is a body of knowledge which instructors must possess to be effective teachers (mean = 3.97).

The lowest level of agreement expressed by administrators was that faculty will accept the responsibility of governing the instructor licensing process at their institution (mean = 2.77). Another statement showing lack of agreement by administrators related to the thought that an instructor licensing process similar to that of the medical or legal profession will produce better instructors (mean = 2.83).

Table 13

Administrator Perceptions: A More Professional Model of Licensing

Item No.	Item Descriptor	N	Mean	S.D
21	Professional guarantee to the public	38	4.11	.65
20	Body of knowledge	40	3.97	.73
18	Licensing and image of education	40	3.30	.99
19	Professional standards board	40	3.25	.93
17	Standards controlled by instructors	39	3.13	.92
16	Publics right to direct the process	40	2.97	.95
15	Similar to other professions	40	2.83	.98
14	Faculty govern licensing process	39	2.77	.96

Comparison of Instructors and Administrators Perceptions Regarding the Adoption of a More Professional Model of Licensing

Research question 7 asked: "How do the perceptions of faculty and administration of technical institutes differ regarding the development of professional licensing regulations that are like other professions?" Results of t-test comparisons of instructor and administrator responses to survey items pertaining to this question are summarized in Table 14. Values that are significantly different at the .05 level are identified with an asterisk.

Instructors and administrators demonstrated significant differences in their levels of agreement with two statements. Instructor responses were significantly more positive to statements that instructors are willing to accept responsibilities for the governance of licensing (t = 4.19, p = .000) and that professional licensing standards controlled by instructors will improve education (t = 2.12, p = .038).

Table 14

Comparison of Instructors and Administrators Perceptions Regarding the Adoption of a More Professional Model of Licensing

Item No.	Item Descriptor	Instruc. Mean	Admin. Mean	t Value	Prob.
14	Faculty govern licensing process	3.48	2.77	4.19	.000*
15	Similar to other professions	2.83	2.83	-.03	.973
16	Publics right to direct the process	2.72	2.97	-1.51	.137
17	Standards controlled by instructors	3.47	3.13	2.12	.038*
18	Licensing and image of education	3.23	3.30	-.43	.670
19	Professional standards board	3.29	3.25	.23	.820
20	Body of knowledge	3.79	3.97	-1.11	.268
21	Professional guarantee to the public	3.86	4.11	1.98	.051

* indicates significant differences at the .05 level

Instructor Preferences for Licensing Regulations

Research question 8 asked: "What components or characteristics of an instructor licensing program do faculty of technical institutes prefer?" Data collected in response to the research question are summarized in Table 15.

Instructors indicated the highest level of agreement with the statement that licensing rules should allow occupational work experience as well as college courses to count towards a renewed license (mean = 4.27). Other statements receiving high levels of agreement related to perceptions that an instructor licensing process should include a mentoring program to help new instructors become established in the profession (mean = 4.05) and that post-secondary instructors should be required to document continuous upgrading of subject matter skills before receiving a renewed license (mean = 3.72).

The least level of agreement expressed by instructors was that a state licensing program for technical institute faculty should have the same standards as that for K-12 instructors (mean = 1.87). Other statements evidencing low levels of agreement by instructors related to the idea that the cost of operating the post-secondary licensing program should be supported by instructors (mean = 1.92) and an examination which measures a beginning instructors basic academic skills is an effective predictor of future teaching effectiveness (mean = 2.30).

Table 15

Instructor Preferences for Licensing Regulations

Item No.	Item Descriptor	N	Mean	S.D.
34	Work experience requirements	196	4.27	.97
33	Mentoring requirements	195	4.05	.98
29	Requirements for renewed license	195	3.72	.99
36	Subject area licensing	194	3.47	1.20
35	Professional review	195	3.18	1.11
23	Special qualifications	194	3.03	1.18
28	More advanced degrees	194	3.02	1.29
24	Part-time teachers	195	3.00	1.18
32	Required internship	193	2.97	1.14
31	Performance test requirements	194	2.84	1.09
22	More rigorous standards	195	2.56	1.08
25	Five required courses	189	2.39	1.09
30	Beginning teacher examination	194	2.30	1.02
26	Licensing costs	194	1.92	1.01
27	K-12 standards	196	1.87	.98

Administrator Preferences for Licensing Regulations

Research question 9 asked: "What components or characteristics of an instructor licensing program do administrators of technical institutes prefer?" Data collected in response to the research question are summarized in Table 16.

Administrators indicated the highest level of agreement with the statement that licensing rules should allow occupational work experience as well as college courses to count towards a renewed license (mean = 4.33). Other statements receiving high levels of agreement related to perceptions that an instructor licensing process should include a mentoring program to help new instructors become established in the profession (mean = 4.10) and that post-secondary instructors should be required to document continuous upgrading of subject matter skills before receiving a renewed license (mean = 4.05).

The lowest level of agreement expressed by administrators was that a state licensing program for technical institute faculty should have the same standards as that for K-12 instructors (mean = 2.00). Other statements showing lack of agreement by administrators related to the statement that an examination that measures a beginning instructors basic academic skills is an effective predictor of future teaching effectiveness (mean = 2.25) and that the cost of operating the post-secondary licensing program should be supported by instructors (mean = 2.38).

Table 16

Administrator Preferences for Licensing Regulations

Item No.	Item Description	N	Mean	S.D.
34	Work experience requirements	40	4.33	.62
33	Mentoring requirements	40	4.10	.81
29	Requirements for renewed license	40	4.05	1.01
35	Professional review	40	3.58	.93
36	Subject area licensing	40	3.35	1.08
32	Required internship	39	3.26	1.04
31	Performance test requirements	40	3.18	1.06
28	More advanced degrees	37	3.00	1.33
22	More rigorous standards	40	2.95	1.11
23	Special qualifications	40	2.95	1.24
24	Part-time teachers	40	2.63	1.10
25	Five required courses	40	2.43	.98
26	Licensing costs	40	2.38	1.05
30	Beginning teacher examination	40	2.25	.98
27	K-12 standards	40	2.00	.91

Comparison of Instructor and Administrator Preferences for Licensing Regulations

Research question 10 asked: "How do the perceptions of faculty and administration of technical institutes differ regarding the components or characteristics they prefer in an instructor licensing program?" Results of t-test comparisons of instructor and administrator responses to survey items pertaining to this question are summarized in Table 17. Values that are significantly different at the .05 level are identified with an asterisk.

Instructors and administrators demonstrated significant differences in their levels of agreement to three statements relating to the preferences of faculty and administrators for licensing regulations. Administrators showed significantly higher levels of agreement to statements that more rigorous licensing standards should be established for beginning instructors ($t = 2.04$, $p = .046$), that instructors should pay for the costs of licensing ($t = 2.52$, $p = .015$), and that a professional review should be a component of the licensing process ($t = 2.37$, $p = .021$).

Table 17

Comparison of Instructor and Administrator Preferences For Licensing Regulations

Item No.	Item Descriptor	Inst. Means	Admin. Means	t Value	Prob.
22	More rigorous standards	2.56	2.95	-2.04	.046*
23	Special qualifications	3.02	2.95	.35	.724
24	Part-time teachers	3.00	2.62	1.94	.057
25	Five required courses	2.39	2.42	-.20	.844
26	Licensing costs	1.92	2.38	-2.52	.015*
27	K-12 standards	1.87	2.00	-.84	.407
28	More advanced degrees	3.02	3.00	.06	.948
29	Requirements for renewed license	3.72	4.05	1.90	.063
30	Beginning teacher examination	2.30	2.25	.32	.753
31	Performance test requirements	2.84	3.18	-1.84	.071
32	Required internship	2.97	3.26	-1.54	.128
33	Mentoring requirements	4.05	4.10	-.37	.714
34	Work experience requirements	4.27	4.32	-.49	.627
35	Professional review	3.18	3.58	-2.37	.021*
36	Subject area licensing	3.47	3.35	.63	.534

* indicates significant differences at the .05 level

CHAPTER 5

Summary, Conclusions, Discussion, and Recommendations

Summary

The first section of this chapter contains a discussion of the purpose of the study, a summary of the dominant licensing issues found in the review of related literature, a summary of the research methods used to gather data and a summary of the findings. Following this are three sections that present the conclusions to the research, a discussion of the research findings, and recommendations for action and further study.

Purpose

The purpose of this study was to identify the perceptions of South Dakota's technical institute faculty and administrators concerning technical instructor licensing. This study also compared the perceptions of administrators and faculty in regards to instructor licensing. The following research questions guided the study

1. What are the demographic characteristics of the study population?

2. What are the perceptions of faculty members of technical institutes regarding the need for state licensing of faculty?

3. What are the perceptions of administrators of technical institutes regarding the need for state licensing of faculty?

4. How the perceptions of faculty and administration differ regarding the need for state licensing of faculty?

5. What are the perceptions of faculty members of technical institutes regarding the development of licensing regulations that are like other professions?

6. What are the perceptions of administrators of technical institutes regarding the development of faculty licensing regulations that are like other professions?

7. How do the perceptions of faculty and administration of technical institutes differ regarding the development of professional licensing regulations that are like other professions?

8. What components or characteristics of an instructor licensing program do faculty of technical institutes prefer?

9. What components or characteristics of an instructor licensing program do administrators of technical institutes prefer?

10. How do the perceptions of faculty and administration of technical institutes differ regarding the components or characteristics they prefer in an instructor licensing program?

Review of Related Literature

The review of related literature found that the following issues dominate the discussion concerning licensing for educators: (a) the political forces that drive and validate licensing policy, (b) the licensing methods used in non-teaching professions and their application to education, and (c) why licensing may do a better job of reforming education than previous reform movements. The remainder of this section summarizes these issues.

The driving force for instructor licensing is a demand for accountability in education, by members of the public and their elected officials (Wise, et al., 1987). Consequently, licensing regulations have been designed to screen new instructors for quality and to mandate activities that improve the professional skills of experienced instructors (Darling-Hammond & Berry, 1988). The legal basis for these licensing laws derives from the democratic right of the public to govern that which has a direct impact on citizens (McDonnell, 1989). The concept that the public has the right to impose on education a set of standards, consistent with the values of the larger community, has been prevalent in licensing policy development (McDonnell, 1989). The problem with this perspective is that public officials are not experts in education nor are they responsible to the needs of individual students. Also, public officials lack the ability to gather accurate data on teacher performance or the performance of students (McDonnell, 1989). This limits their ability to measure the effectiveness of licensing policy (McDonnell, 1989).

In opposition to the view of public control of licensing is a view of professional control (McDonnell, 1989). Supporters of professional control state that previous attempts to reform education by managing the practices of teachers have failed because policymakers do not have appropriate experience (Wise, et al., 1987). Supporters of professional control state that instructors must possess a body of knowledge about a subject matter area and knowledge of teaching practices to be successful (Darling-Hammond & Berry, 1988). The ability to apply this knowledge to complex situations in the classroom is essential. They say that teachers must meet the needs of individual

students in a very close and personal relationship (Darling-Hammond & Berry, 1988). Quality is based largely upon a knowledge of student needs and on the experience and education of their instructors (McDonnell, 1989). In summary, supporters of more professional models of licensing contend that education has the attributes of a profession and that the state should turn-over the licensing of instructors to educators -- just as it has done in non-teaching professions. Supporters believe that the education profession should emphasize the educational preparation of individuals and through the licensing process assure the public that instructors are prepared to teach (Wise, 1994).

A final section of Chapter 2 summarized five characteristics of non-teaching licensing and provided suggestions relating to which portions may be effectively applied to technical instructor licensing. They include the following. First, it has been suggested that a long and rigorous formal education program, like the medical profession, could not be precisely duplicated in technical education. However, a combination of occupational experience and a two-year technical education degree will provide adequate assurances that instructors are proficient in their subject area. Second, an examination documenting that instructors possess required subject matter knowledge has not been developed at this time. The large number of subject areas taught in a technical college has made the development of this type of examination difficult. Various trade certification tests are available in some subject areas, but they have not been effectively utilized in licensing policy. Third, it appears, a closely supervised internship, after the completion of formal education, but prior to the start of teaching is not practical at this time. There are already

shortages of applicants for technical positions. Adding this requirement would add to this shortage (C. Paustian, personal communications, March, 1996). An intensive mentor program conducted during the first two-years of teaching may be an acceptable alternative to internship. Fourth, a professional examination to determine if instructors can apply subject matter knowledge to typical teaching problems has not been developed for technical educators. The development of an examination with these objectives will take considerable time. Fifth, the standard for requiring continuous professional improvement already exists in technical instructor licensing policy. Control of this function of licensing by professional practices boards would make it more consistent with the licensing practices of non-teaching professions.

Research Methodology

After a review of the related literature, a survey questionnaire was developed by the researcher to answer the research questions. To improve validity, the survey was piloted in a community college in a neighboring state and edited by the Assistant Directors of each technical institute in South Dakota. The final survey questionnaire contained 44 statements. Survey statements 1-13 pertain to research questions 2-4. Survey statements 14-21 pertain to research questions 5-7. Survey statements 22-36 pertain to research questions 8-10. Survey questions 37-44 provided demographic data on the study population. The survey instrument used multiple choice questions or statements in a Likert scale format. A response of "1" equaled strongly disagree and a response of "5" equaled strongly agree.

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After approval by the Human Subjects Committee at the University of South Dakota, the survey instrument was delivered to the institution mail boxes of 363 instructors and administrators. The Assistant Director and his secretary facilitated the delivery and collection of each survey at each institution. A cover letter and a letter of endorsement from the President of the South Dakota Vocational Association were attached to each survey. A follow-up letter was delivered to non-respondents using the same process. The responses were collected on a machine-scorable answer sheet, and scanned at the University of South Dakota. The final overall return rate was 65 percent and 236 response forms were statistically analyzed.

Demographic data collected to answer research question one are presented prior to data regarding research questions two through ten. All the demographic data are nominal, and frequencies and percentages were used to report this information. The statistical procedures used to summarize and analyze the data for research questions two, three, five, six, eight, and nine were computations of means and standard deviations. An independent samples t-test was used to compare the differences in the means of responses and provide answers to research questions four, seven, and ten. The level of significance for the t tests was .05.

Findings

Chapter 4 presented the findings of the research. The demographic data revealed a gender bias in the population in favor of males (59.2/48.8 percent). Two of the institutions have significantly more males than the other two institutions. Respondents

indicated that 13.8 percent of the population have over twenty-one years of teaching experience while only 8.2 percent of the population have less than one year of teaching experience. Approximately 17 percent of the population are administrators and 83 percent of the population are instructors. The largest departments represented was the trades and industry department (36.5 percent) and the smallest was the agriculture department (7.8 percent). The data indicate that 71.0 percent of the population has a baccalaureate degree or higher. The respondents indicated that 16.9 percent of the population had previous problems in obtaining a license. The respondents indicated that 48.3 percent of the instructors maintain other professional certifications.

The strongest positive response to the survey was that licensing requirements should allow practical work experience to count towards renewed certification as well as college courses. Other responses indicating high levels of agreement were that there should be a mentoring program for beginning teachers, that a profession should guarantee that all members of the profession have been adequately prepared to practice that profession, that instructors should document requirements for renewed license, and that there should be a state licensing process for technical instructors. Surprisingly, the responses prove that that instructors do not associate personal gain with the possession of a state license.

The respondents provide least agreement with the statement that technical instructor licensing requirements should resemble that of K-12 teacher requirements. Other statements evidencing least agreement by instructors related to statements that teaching is

easily learned, that a basic skills examination can predict the future effectiveness of instructors, and that teachers should be required to pay the costs of operating a licensing program.

Conclusions

The following conclusions have been drawn from the findings and analysis of data collected for this research.

1. Administrators and instructors agree that there should be state licensing for technical institute instructors.

2. Administrators and instructors agree that state licensing will assure the public better qualified instructors.

3. Administrators and instructors believe that employment standards established by each technical institute will be more effective in selecting highly qualified new faculty than standards established by the state.

4. While instructors believe there should be state licensing, they do not perceive the process will provide them personal gain. They do not believe a license will provide more job security, provide an increase in their salary, promote a growth in their technical skills, or help them as beginning instructors.

5. Administrators and instructors believe that licensing regulations will not cause a shortage of applicants for instructor positions. They perceive that licensing may limit the access of qualified candidates to employment to a faculty position.

6. Administrators and instructors perceive that regional accreditation standards and the employee interview process will not supplant the need for state licensing.

7. Administrators and instructors perceive that licensing regulations can improve the ability of technical institutes to develop credit transfer agreements with four-year colleges.

8. Administrators and instructors perceive that teaching is not a skill that can be easily learned on the job. Instructors are more likely to believe that teaching is a skill that can be easily learned on the job than administrators.

9. Administrators and instructors perceive that there is a body of knowledge that instructors must process to be effective teachers.

10. Administrators and instructors do not believe in more rigorous training for beginning instructors.

11. Administrators and instructors disagree with the statement that it is the right of the public to govern the licensing process. They also believe that professional licensing standards controlled by instructors will improve education and that a profession should guarantee the public that all entrants to the profession are adequately prepared to teach.

12. Administrators and instructors believe that the state should turn-over the development of licensing regulations to a professional standards board composed of educators.

13. Instructors and administrators agree that a mentoring program should be included in the licensing process, licensing should be appropriate for specific subject areas, and that work experience should be given credit for a renewed license.

14. Instructors and administrators are opposed to regulations that require instructors to support the costs of a licensing program, that include an examination of basic skills, that are the same as that of K-12 teachers, and that include the five college courses previously required for a first five-year license.

Discussion

This section is organized around three basic questions that guided this study. It draws from the conclusions found in the research data and incorporates ideas found in the review of the literature.

The first basic question posed for this study was: "Should there be a state licensing rules for technical instructors." The responses to the research survey indicate that both faculty and administrators believe there should be a state licensing for instructors. Surprisingly, the responses prove that that instructors do not associate personal gain with the possession of a state license. Information found in the review of literature suggests that licensing may cause a shortage of faculty and raise salaries (Wise, et al., 1987). The respondents to this survey did not agree. They also disregarded the ideas that licensing will: provide more job security, promote growth in technical skills of experienced faculty, and help beginning faculty learn to teach. One recognized advantage to licensing was that it will strengthen credit transfers to four-year colleges.

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The survey respondents disagreed with two statements found in the review of literature which pertain to the first question. First, respondents revealed a perception that the interview process is not especially effective in selecting highly qualified instructors. In opposition to this perception, information found in Arizona (1994) expressed the thought that the interview process makes licensing for beginning instructors unnecessary. Second, respondents indicated that licensing will not create a shortage of applicants for instructor positions. This also contradicts the information reported in the review of literature that states that increased standards may cause shortages of applicants (Arizona, 1994; McDonnell, 1987).

The respondents indicated a slight positive response to the idea that local standards are more effective than state standards in selecting qualified faculty. Responses are unclear about the interest of the faculty in assuming the responsibility of governing the licensing process. This agrees with Wise (1994) who suggests teachers do not have knowledge of the alternatives to current licensing practices.

In conclusion, it appears administrators and instructors believe there should be a state licensing process for technical instructors, but they are uncertain of the advantages. They believe that they can do a better job of developing standards for licensing than the state.

A second goal of the study was to determine if faculty and administrators are ready to accept a more professional model of licensing. The respondents revealed the perceptions that teaching is not an occupation that can be easily learned on the job and a

knowledge base for the occupation exists. These responses show that administrators and instructors may possess the fundamental beliefs necessary to make the occupation more professional (Wise et al., 1987). Beyond this, the responses became more neutral and there was less clarity about the perceptions technical staff had for the establishment of a more professional licensing process. There is a perception that a process like the medical profession will not improve education. It is a perception that standards developed by educators will improve education. There is disagreement between the administration and the faculty as to the willingness of faculty to govern the process. Means of responses imply that the state should turn-over the development of licensing standards to instructors.

In summary, technical institute staff may possess beliefs fundamental to the establishment of a professional licensing process like that of the medical or engineering occupations. They appear to lack knowledge of the licensing model used in the non-teaching professions and how it may be applied to education.

The third purpose of the research was to identify some of the preferences the staff have for specific licensing rules. The results indicated that: previous courses required for licensing have been poorly received by faculty, that standards for licensing should be different than that of K-12 teachers, and that licensing costs should not be paid for by instructors. The survey proved instructors and administrators are strongly positive to the idea that instructors should document requirements for renewed license. They are neutral to the idea that all instructors should work for more advanced degrees.

Three of the perceptions suggest significant changes in licensing rules. First, both faculty and administrators are supportive to the idea that there should be a mentor program for beginning teachers. Administrators and faculty have already investigated the program existing at Iowa State University which provides comprehensive mentoring for new technical instructors (Van Ast, 1992). This program accommodates the problems of finding qualified technical faculty and helping new instructors learn how to teach. Second, occupational work experience should be allowed to count towards a renewed license. The strong positive response documents that faculty believe that technical skills are extremely important to the technical educator. Third, faculty are willing to accept the responsibility of governing the licensing process at their institution. This provides the opportunity to empower faculty to improve their occupation.

Recommendations for Practice

The following recommendations are made based on the findings and the conclusions of this study. They are made to policymakers who are responsible for the development of licensing regulations in South Dakota.

1. Based on the agreement among survey respondents that instructors should be licensed and the perception that the previous regulations have not been successful, new rules for licensing should be developed that include the recommendations that follow.

2. A staff development program to acquaint instructors with licensing in non-teaching professions may be of future value. This recommendation is based on the on the conclusion that instructors and administrators possess two fundamental beliefs necessary

for the evolution of the occupation to the status of a profession but appear to lack information about licensing in other professions.

3. Licensing regulations should be developed for post-secondary technical educators that are different from that of K-12 teachers. This recommendation is based on the clearly negative response to the statement that technical faculty licensing should resemble that of the K-12 licensing in South Dakota.

4. It is recommended that technical instructor licensing rules provide a menu of opportunities for instructors to improve their technical skills. Instructors and administrators were strong in their response that licensing rules should allow occupational work experiences as well as college courses to count towards renewed licenses.

5. A comprehensive mentoring program should be incorporated into the licensing process during the first two-years of employment. The model operated at Iowa State University should be investigated further (Van Ast, 1992).

6. The five college teaching courses previously required for a license should be eliminated or restructured to make them more effective and to satisfy the concerns of the instructors. Faculty should be involved in this process.

7. An educational program designed to acquaint the faculty with the licensing process used in other non-teaching professions and the advantages of examinations would appear to be essential to moving the occupation toward a more professional status.

Examinations that document the professional abilities of an individual are considered essential to a strong professional licensing model (Darling-Hammond & Wise, 1984).

8. Licensing rules should include more instructor control over the licensing process, especially in the area of license renewal. The recommendation will need more discussion because faculty themselves did not indicate an overwhelming support to accept more responsibilities for the governance of the process.

Recommendations for Further Study

1. This study should be replicated after new licensing rules have been adopted but before revisions are considered. Information about the changes in the perceptions of staff would appear to be valuable in the development of new regulations.

2. Consideration should be given to replicating this study in other states. Their conclusions may provide synergy in the in development a better model of instructor licensing

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Appendix A

Survey Instrument

Survey of Technical Faculty and Administrators Concerning Post-Secondary Instructor Licensing in South Dakota

This survey is to determine the perceptions and understandings of technical institute faculty and administrators concerning instructor licensing. You are invited to participate in this study. The data collected will be of assistance in developing new licensing regulations in this state. On the attached scantron form, please darken the bar that most accurately describes your perceptions concerning instructor licensing in South Dakota's Technical Institutes.

Please return the completed scantron form only to the Assistant Director at your institute.

If you have questions or would like to make comments, please phone me (Tom Quinn) at 605-996-7066 after regular work hours.

Please respond to each of the numbered items as a statement, not a question.
A= Strongly Disagree ; B= Disagree; C= Neutral; D= Agree; E= Strongly Agree

1) Technical institute instructors should be licensed by the state.

2) State licensing of technical institute instructors assures the public better qualified instructors.

3) State regulations for the renewal of licenses have been effective in promoting growth in the technical knowledge and skills of experienced faculty.

4) A technical institute instructor's license provides faculty greater job security.

5) The state licensing process may increase the salaries of post-secondary instructors.

6) State licensing regulations will cause a shortage of applicants for technical institute teaching positions.

7) Post-secondary instructor licensing regulations in South Dakota have helped beginning instructors become better teachers.

8) The employment interview process makes first-year post-secondary instructor licensing unnecessary.

9) State licensing rules may limit a qualified candidate's access to employment as a faculty member in a technical institute.

10) Institutional accreditation (e.g., N.C.A.) makes post-secondary instructor licensing unnecessary.

11) State licensing of instructors will strengthen the ability of the technical institutes to develop credit transfer agreements with four-year colleges.

12) Teaching is a skill that can be easily learned on-the-job.

13) Employment standards established by each technical institute will be more effective in selecting highly qualified new faculty members than licensing standards established by the state.

14) Faculty are willing to accept the responsibility of governing the instructor licensing process at their own institution.

15) An instructor licensing process similar to that of the medical or legal profession will produce better instructors.

16) The public has a legitimate right to direct instructor licensing in an effort to obtain highly qualified instructors.

17) Professional licensing standards controlled by instructors will improve education.

18) A professional licensing process like that of the medical or legal profession will improve the image of education.

19) The state should turn-over the operation of licensing regulations to a professional standards board made up of educators.

20) There is a body of knowledge about post-secondary teaching that instructors must possess to be effective.

21) A profession should guarantee the public that all entrants to a profession have been adequately prepared to practice that profession.

22) More rigorous licensing standards for beginning post-secondary instructors should be established.

23) Individuals with special qualifications should be permitted to teach without a license.

24) Candidates for part-time teaching positions should be required to have a license.

25) The five required college courses for a first five-year license in South Dakota have produced better technical institute instructors.

26) The cost of operating the post-secondary licensing program should be supported by instructors.

27) A state licensing program for technical institute faculty should have the same standards as that for K-12 instructors.

28) All technical instructors should be required to work towards a baccalaureate degree.

29) Post-secondary instructors should be required to document continuous upgrading of subject matter skills before receiving a renewed license.

30) An examination which measures a beginning instructor's basic academic skills is an effective measure of future teaching effectiveness.

31) A performance test that documents effectiveness in the classroom should be a requirement for a post-secondary instructor's license.

32) A supervised internship, similar to that of the medical profession, should be required before instructors can obtain a license to teach.

33) A instructor licensing process should include a mentoring program to help new instructors become established in the profession.

34) Licensing rules should allow work experience as well as college courses to count towards a renewed license.

35) A professional review by peers should be a component of a post-secondary instructor licensing program.

36) Different subject areas (e.g. Agriculture vs. Auto. Tech. etc.) should have different licensing requirements.

37) Please identify your gender.

A) Male
B) Female

38) Please identify the category that best describes the number of years you have taught at a technical institute (please include the present year).

A) 0-1
B) 2-5
C) 6-11
D) 12-20
E) 21+

39) I am a:

A) Part-time instructor
B) Full-time instructor
C) Part-time administrator
D) Full-time administrator

40) I am a instructor or administrator at:

A) Lake Area Technical Institute
B) Mitchell Technical Institute
C) Western Dakota Technical Institute
D) Southeast Technical Institute

41) I am a (an): (Do not answer if you are an administrator)

A) Agriculture instructor
B) Business or marketing instructor
C) General education instructor
D) Health or human services instructor
E) Trades and industry instructor

42) My highest educational level is:

A) Experience, but no formal training
B) Diploma or certificate
C) Two-year degree
D) Baccalaureate degree
E) Masters degree or higher

43) I have had problems in obtaining or renewing my instructor license.

A) Yes
B) No

44) I maintain professional certification in addition to my state license.

A) Yes
B) No
C) There is no certification in my subject

Appendix B

Reference Matrix for Survey Items

Reference Matrix For Survey Items

Survey Items	Reference Citations											
	1	2	3	4	5	6	7	8	9	10	11	12
1. Should be licensed	X											
2. Guarantees better instructors	X										X	X
3. Licensing promotes growth			X									X
4. Provides job security			X									
5. License increases salaries			X									
6. Shortage of applicants			X									X
7. Helps beginning instructors		X										X
8 Interview process	X											
9. Licensing limits access	X											
10. Accreditation and licensing	X								X			
11. Strengthens credit transfer	X											
12. Teaching easily learned							X				X	
13. Local standards effective	X											
14. Faculty responsibilities	X											
15. Similar to medical profession			X									X
16. The public rights			X			X					X	X
17. Monitored by instructor												X
18. Image of education					X						X	
19. Turn-over licensing			X			X					X	X
20. Body of knowledge			X			X					X	X

Survey Items	Reference Citations											
	1	2	3	4	5	6	7	8	9	10	11	12
21. Basis for a profession			X			X					X	
22. More rigouous standards											X	X
23. Specially qualified teachers	X		X									
24. Licensing of part time faculty	X											
25. Five required courses										X		
26. Supporting licensing costs		X										
27. Licensing for K-12 teachers									X			
28. Baccalaureate degrees	X											
29. Upgrading for renewed licenses									X	X		
30. Licensing tests					X		X					
31. Performance tests							X					X
32. Internship requirements		X		X								X
33. Mentoring program requirements				X						X		
34. Work experience for renewal			X									
35. Peer review												X
36. Subject area licensing								X				

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Appendix C

Scantron Form

	0	1	2	3	4	5	6	7	8	9	
	0	1	2	3	4	5	6	7	8	9	
	0	1	2	3	4	5	6	7	8	9	
	0	1	2	3	4	5	6	7	8	9	
	0	1	2	3	4	5	6	7	8	9	
	0	1	2	3	4	5	6	7	8	9	
	0	1	2	3	4	5	6	7	8	9	
	0	1	2	3	4	5	6	7	8	9	

(T) (F) KEY WRITE NUMBER HERE

1	A	B	C	D	E
2	A	B	C	D	E
3	A	B	C	D	E
4	A	B	C	D	E
5	A	B	C	D	E
6	A	B	C	D	E
7	A	B	C	D	E
8	A	B	C	D	E
9	A	B	C	D	E
10	A	B	C	D	E
11	A	B	C	D	E
12	A	B	C	D	E
13	A	B	C	D	E
14	A	B	C	D	E
15	A	B	C	D	E
16	A	B	C	D	E
17	A	B	C	D	E
18	A	B	C	D	E
19	A	B	C	D	E
20	A	B	C	D	E
21	A	B	C	D	E
22	A	B	C	D	E
23	A	B	C	D	E
24	A	B	C	D	E
25	A	B	C	D	E
26	A	B	C	D	E
27	A	B	C	D	E
28	A	B	C	D	E
29	A	B	C	D	E
30	A	B	C	D	E
31	A	B	C	D	E
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45	A	B	C	D	E
46	A	B	C	D	E
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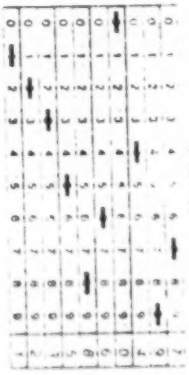
49	A	B	C	D	E
50	A	B	C	D	E



IMPORTANT

- ERASE COMPLETELY TO CHANGE
- FILL EXAMPLE A → C D E

SCANTRON FORM NO 2005?

FEED THIS DIRECTION

NAME _____

SUBJECT _____

DATE _____ PERIOD _____

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Appendix D

Permissions to Conduct a Survey

Dr Ken Gifford
Western Dakota Technical Insitute
800 Mickelson Drive
Rapid City, SD 54018

October 15, 1995

Dear Dr Gifford

This letter is to request your permission to conduct a survey of all the administrators and faculty employed at your institution. The survey is designed to determine the perceptions and understandings of post-secondary faculty and administrators about post-secondary instructor licensing. It will be of value to the Assistant Directors and instructors who are working to develop recommendations for new licensing rules. The survey is also being conducted to fulfill the requirements of my Doctoral Degree at the University of South Dakota. Pending your approval the Assistant Directors will distribute the survey, collect it, and return it to me.

Please sign the statement at the bottom of this letter and return it to me. It you have questions or concerns please call me at 605-995-3023.

Sincerely

Tom Quinn

I hereby grant Tom Quinn approval to conduct a survey as described, at Western Dakota Technical Institute.

Signed _____

Position _____ Date _____

Chris Paustian
Mitchell Technical Institute
821 N Capital
Mitchell, SD 57301

October 15, 1995

Dear Mr Paustian

This letter is to request your permission to conduct a survey of all the administrators and faculty employed at your institution The survey is designed to determine the perceptions and understandings of post-secondary faculty and administrators about post-secondary instructor licensing It will be of value to the Assistant Directors and instructors who are working to develop recommendations for new licensing rules The survey is also being conducted to fulfill the requirements of my Doctoral Degree at the University of South Dakota Pending your approval the Assistant Directors will distribute the survey, collect it, and return it to me

Please sign the statement at the bottom of this letter and return it to me It you have questions or concerns please call me at 605-995-3023

Sincerely

Tom Quinn

I hereby grant Tom Quinn approval to conduct a survey as described, at Mitchell Technical Institute

Signed _____

Position _____ Date _____

Mr Terry Sullivan
Southeast Technical Institute
2301 Career Place
Sioux Falls, SD 57107

October 15, 1995

Dear Mr Sullivan

This letter is to request your permission to conduct a survey of all the administrators and faculty employed at your institution The survey is designed to determine the perceptions and understandings of post-secondary faculty and administrators about post-secondary instructor licensing It will be of value to the Assistant Directors and instructors who are working to develop recommendations for new licensing rules The survey is also being conducted to fulfill the requirements of my Doctoral Degree at the University of South Dakota Pending your approval the Assistant Directors will distribute the survey, collect it, and return it to me

Please sign the statement at the bottom of this letter and return it to me It you have questions or concerns please call me at 605-995-3023

Sincerely

Tom Quinn

I hereby grant Tom Quinn approval to conduct a survey as described, at Southeast Technical Institute

Signed _____

Position _____ Date _____

Mr Gary Williams
Lake Area Technical Institute
PO Box 730
Watertown, SD 57201

October 15, 1995

Dear Mr Williams

This letter is to request your permission to conduct a survey of all the administrators and faculty employed at your institution The survey is designed to determine the perceptions and understandings of post-secondary faculty and administrators about post-secondary instructor licensing It will be of value to the Assistant Directors and instructors who are working to develop recommendations for new licensing rules The survey is also being conducted to fulfill the requirements of my Doctoral Degree at the University of South Dakota Pending your approval the Assistant Directors will distribute the survey, collect it, and return it to me

Please sign the statement at the bottom of this letter and return it to me It you have questions or concerns please call me at 605-995-3023

Sincerely

Tom Quinn

I hereby grant Tom Quinn approval to conduct a survey as described, at Lake Area Technical Institute

Signed _____

Position _____ Date _____

Appendix E

Survey Cover Letter

Tom Quinn
315 E. 13th Ave.
Mitchell, SD 57301

January 24, 1996

Dear Colleague:

You are invited to participate in a study to identify the perceptions of the faculty and administration from South Dakota's Technical Institutes concerning post-secondary instructor licensing. Your response will be of value to the Assistant Directors and instructors who are developing proposals for new licensing standards in the state, and it will contribute to a body of knowledge about this subject. The study is also being conducted to fulfill the requirements of my Doctoral Degree at the University of South Dakota and is being conducted under the direction, and approval of my Doctoral Committee.

This study will involve all of the faculty, both part-time and full-time, and the administrators of the technical institutes of South Dakota. The survey will take approximately 12 minutes of your time. You are asked to return this survey to the Assistant Director at your institution, who will forward it to me.

Your participation is voluntary and you may withdraw from the study at any time. Please do not put your name on the scantron form. You will not be identified individually in my research, as all results will be reported by group analysis only. Individual institutions will not be identified nor compared. Your return of the completed survey will serve as documentation that you are willing to have your survey included with the results of others in your group. There will be no risk to you.

Thank you for your time and effort in participating in this survey. If you want a copy of the results of the survey please contact me. If you have any questions about the survey you may contact me at 605-996-7066 after regular work hours.

Sincerely,

Tom Quinn
Doctoral Candidate
University of South Dakota

Dr. Mark Baron
Department of Educational Administration
University of South Dakota

Appendix F

Letter of Endorsement

DATE: October 3, 1995
TO: Vocational Technical Educators
FROM: Myron Sonne, SDVA President ML
SUBJECT: Instructor Licensing

I encourage you to take a few minutes to complete the survey that Tom Quinn has sent to you. He is interested in your feelings on the subject of licensing for post secondary vocational technical educators.

It behooves each of us to express our opinion so that he has a true feeling of the profession, and so that his ensuing actions are directed by those that it will affect.

I am thanking you in advance for your participation.

1995-96 Past President
Betty Widman
425 South Montana
Mitchell, SD 57301
(H) 605/996-2962
(W) 605/995-3051 • FAX: 605/995-3037

1995-96 President
Myron Sonne
R R #1, Box 89A
Letcher, SD 57359
(H) 605/248-2305
(W) 605/995-3024 • FAX: 605/996-3299

1995-96 President Elect
Coleen Ketteler
P O Box 85
Sturgis, SD 57785
(H) 605/347-6068
(W) 605/347-2686 • FAX: 605/347-0005

Appendix G

Follow-up Letter

Tom Quinn
315 E. 13th Ave.
Mitchell, SD 57301

February 26, 1996

Dear Colleague:

I have been gathering information on the perceptions of technical institute faculty and administrators regarding post-secondary instructor licensing in South Dakota. To that end you received a survey at your work place. I noticed that you did not respond to my original request, and I would like to include your survey in my data.

Would you please take a few moments to respond to the enclosed survey and return it to the Assistant Directors Office in your institution. If you prefer you can mail it directly to me at the address below.

Tom Quinn
315 E. 13th Ave.
Mitchell, SD 57301

This information is important to a committee making recommendations on future licensing rules.

I would appreciate hearing from you by March 8, 1996 or as soon as possible.

Thank you for your assistance. If you would like to discuss any aspects of this study, please call me at 605-996-7066 after work hours.

Sincerely,

Tom Quinn

Enclosures

Appendix H

Written Survey Responses Sent to the Researcher

Written Survey Responses Sent to the Researcher

1) Technical institute instructors should be licensed by the state.
   1. Depends on how it is administered & if standards are consistent.

2) State licensing of technical institute instructors assures the public better qualified instructors.
   1. Yes--but that does not mean it is the best way to do it.

5) The state licensing process may increase the salaries of post-secondary instructors.
   1. It could also decrease salaries in some cases!

6) State licensing regulations will cause a shortage of applicants for technical institute teaching positions.
   1. If they're too stringent
   2. It would depend on the certification standards

8) The employment interview process makes first-year post-secondary instructor licensing unnecessary.
   1. Need to get thru 1st year

9) State licensing rules may limit a qualified candidate's access to employment as a faculty member in a technical institute.
   1. Part-time people without degrees
   1. At present it does--this could be changed

12) Teaching is a skill that can be easily learned on-the-job.
   1. Not of you mean by just teaching classes

14) Faculty are willing to accept the responsibility of governing the instructor licensing process at their own institution.
   1. If they had to

16) The public has a legitimate right to direct instructor licensing in an effort to obtain highly qualified instructors.
   1. To require or to supervise?

18) A professional licensing process like that of the medical or legal profession will improve the image of education.
   1. I do not think image is based on licensing

22) More rigorous licensing standards for beginning post-secondary instructors should be established.

1. Some areas are now to rigorous while other areas are too lenient

23) Individuals with special qualifications should be permitted to teach without a license.

1. Causes strife!
2. They should teach under a special or limited license

24) Candidates for part-time teaching positions should be required to have a license.

1. ? adjunct, yes less stringent tho

30) An examination which measures a beginning instructor's basic academic skills is an effective measure of future teaching effectiveness.

1. This would be very difficult to develop

BEST COPY AVAILABLE